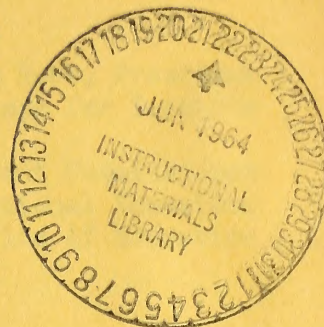


*Sup. Superintendents Conference - N.C.* 62

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PROCEEDINGS

SUPERINTENDENTS CONFERENCE



Mars Hill College  
Mars Hill, North Carolina  
August 14-17, 1962

State Department of Public Instruction  
Raleigh, North Carolina

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## ADDRESSES

### RESOURCES AND RESULTS

By Charles F. Carroll, Superintendent of Public Instruction

#### Introduction

Traditionally, the Mars Hill Conference has come to be recognized as the time and place for the annual reunion of the "administrative family." Not only are we kin-folk in a common endeavor, but through the years each of us personally has come to appreciate the spirit of comradeship which accrues from the sharing of experiences, the interchange of ideas, and the fellowship of friends. The members of the staff join me in expressing genuine appreciation for your presence and your participation in this Conference; we trust that the experience is mutually profitable in clarifying opportunities, gaining direction, and unifying effort. It is customary at this time that I give you an overview of the Conference and that I project some of the thoughts which we as a Department believe to be significant as we contemplate the opportunities of a new school year.

As we think together this week, there is one question which I hope will engage our thoughtful attention. That question is this: To what degree are educational results in North Carolina commensurate with the numerous resources which surround us? No question, I submit, is more important as we plan for continued progress in the field of education.

Approaching this significant question, I should like for us to think together about:

- . Resources in terms of assets;
- . Resources in terms of opportunities; and, finally,
- . Results to match our resources.

Had I chosen another topic, such as "Making the Most of Our Resources," some might have concluded that I consider additional and superior resources unnecessary



for an improved educational program. On the other hand, I concur with you and other sound-thinking educators that we shall continue to need more and better facilities, personnel, and opportunities for accomplishing the goals which we set for our schools.

For as long as any of us can remember, we in public school education have been bombarding those who would listen and read with promises that given more adequate financial support, we could and would step up educational results proportionately. Vote favorably, we have implored, for a bond issue with which to construct an attractive and spacious building, and we shall use it as the setting in which a highly improved instructional program will be conducted. Give us, we have declared, more professional personnel and aides and more money for salaries from local, State, and Federal sources and we shall give you, the supporting public, that which you desire and demand in the way of education. In essence, we have said throughout the years, if sufficient financial resources are made available to us, we shall provide boys and girls and the society of which they are a part with an educational diet of such quantity and quality as will satisfy their respective needs. To a remarkable degree, the public has taken at face value our promises and declarations of intent and has placed vast financial resources at our disposal.

Since we covet the very best in education for our youth, we shall continue to use this approach doubtlessly, and with justification. Financial resources in increasing amounts will continue to be necessary if the youth of our State are to be prepared for their responsibilities as individuals and as members of society. Nevertheless, there are times -- and the season is indeed ripe -- when we should recognize and utilize as never before, not only our financial resources but the vast reservoir of intellectual, cultural, social, and spiritual resources available to us.

#### Resources in Terms of Assets

The setting in which an ever-improving program of education is attempted must take into account, not only an awareness of the importance of financial resources,



but the recognition of these other resources, equally important, and without which education at its best can never be achieved.

### Heritage

Among these complementary resources is the heritage of our State which, in so many of its aspects, has contributed to a genuine, on-going educational program. Indications abound that the Colonial settlers in North Carolina, as elsewhere, were interested in schools and colleges. Sacrifices for education have been common throughout our history, with the result that today there are impelling influences throughout the length and breadth of North Carolina which are contributing quite positively to a readiness for learning. We have our splendid State Museum of Art, in addition to outdoor dramas, symphonies, little theatres, parks, public libraries, special camps, historical sites, and opportunities for travel and the like, all of which have specific educational and cultural advantages.

I cannot forego this opportunity to mention the intense desire of our youth to learn as a significant aspect of our heritage. In spite of lighthearted efforts of cartoonists and others to belittle the interest of pupils in school, we know that a majority of pupils are eager for school experiences. We know that through the years they have come to use their public libraries with greater skill and frequency. We know that school libraries which are open in the summer are well attended. We know that summer sessions enroll hundreds and even thousands of pupils who are eager to learn. No aspect in our heritage is more important than this enthusiasm of youth to learn; and no factor is more important as we seek to improve our Statewide program of education.

We must also remember that adults in North Carolina have shown great interest in their own education. Continuing education, in one form or another, now involves thousands of adults throughout this State.

As we consider our resources we do well at all times to remember our numerous



educational pioneers who by their vision and courage aroused us from our lethargy and helped us arrive at this day when as a state of people we have potentially, if not actually, few peers and no superiors. Nor would we forget at this time that teacher, principal, or parent who meant so much to each of us personally as we sought to achieve our goals in life.

#### Availability of Competent Personnel

Each of us is aware of the tremendous human resource we have in our educational personnel, more numerous and better qualified than at any time in the history of our schools. Assistant superintendents, full-time principals, secretaries, additional teachers for special areas, additional teachers for the purpose of reducing teacher load -- all such members of your respective staffs constitute an unequalled potential for improving the total program of education.

At the State level I am pleased to report that the Department of Public Instruction is more adequately staffed than at any previous time, and that assistance is available in almost all curriculum and service areas of our operations.

#### Support of Allied Agencies and Organizations

Of equal importance among our resources is the fact that we have interested, loyal, and determined partners in our educational venture. Recall for a moment the tireless efforts of the United Forces for Education, including the splendid cooperation of Parent Teacher Associations and school boards. Add to this the professional enthusiasm and activity of the North Carolina Education Association and the North Carolina Teachers Association, and the official assistance of county boards of commissioners, and we have educational assets which in no way can be denied.

#### Leadership of Governor Sanford and the General Assembly

We are cognizant, too, that among our educational assets is the fact that Governor Terry Sanford and members of the General Assembly have taken positive



action to develop a climate throughout the State for improving schools and have provided means whereby personnel, programs, standards, and remuneration more nearly parallel the needs of the State than at any previous time.

### Federal Aid

An undeniable resource, in spite of the sensitivity of the topic, is that of Federal interest and support in education. In North Carolina, instruction has been improved immeasurably through provisions of the National Defense Education Act. Other outstanding educational programs continue to benefit thousands of individuals by virtue of Federal aid which helps to support them. I refer primarily to our Statewide food-service program, our highly diversified vocational education program, and our rehabilitation efforts with adults.

### Experience of the Years

In continually striving to find a better way to bring about improvement in all phases of education, we in North Carolina have given evidence that we regard experience itself as a resource second to none. North Carolinians have been willing to learn from their mistakes and shortcomings; we have been willing to bring about changes as vision and public opinion coincided; we have come to recognize that yesterday's excellence can be today's mediocrity and tomorrow's tragedy.

Recounting our assets we have, in addition to our financial resources, a heritage, favorable to education; we have youth, anxious to learn; we have other human resources, qualified and available; we have the interest and support of allied agencies and organizations, cooperative and determined; we have the leadership of the Governor and the approval of the General Assembly, vigorous and attentive; and, we have more than a century of experience, profitable and productive. With such bountiful resources, it is appropriate that this Conference be concerned with results. The concern is inescapable; the evidence is imperative.



### Resources in Terms of Opportunities Available

The resources about which we have been thinking are assets just as truly as are gilt-edged securities; but there are still other resources which are equally important for those of us whose leadership envisions increasing adequacy in our educational program. I refer, as you have already surmised, to resources in terms of available opportunities.

### Opportunity to Re-Appraise the Curriculum

In view of the fact that the sum total of human knowledge doubles during every generation, in view of the fact that we are trying to educate all youth, and because of the fact that the needs of individuals and society frequently change in terms of new and unexplored problems, it becomes more and more imperative that we re-examine the total curriculum -- not only its scope and sequence but also its depth.

A critical appraisal of the curriculum in terms of reality may suggest the need for some additional courses, or the combination of some existing courses, or the deletion of some present offerings. And, if such changes seem warranted, it then becomes the course of wisdom to make such changes, even though administrative routine may be altered and even though some of our prejudices may have to be buried.

It is the belief of some of the most knowledgeable educators in the United States that within the foreseeable future we can expect, nationwide, no more than 50 per cent of our 18-year-olds to extend their schooling beyond high school. Assuming that 50 per cent of our North Carolina youth beyond normal high school graduation age should continue their education, what is going to happen to the other 50 per cent? Practically every boy within this group, and quite probably two out of every five of the girls, will be seeking an occupation. It is our opportunity and our obligation to ask with what confidence and competence these young people approach the realistic world of work. Every administrator must be sensitive to the 50 per cent who will continue their education and to the 50 per cent who will enter the



world of work earlier. If we are to be responsive to the needs of all youth, doubtlessly the curriculum must be modified.

#### Opportunity to Appraise the Results of Classroom Teaching

Today as never before it is essential that learning, above all else, be stressed in the classroom. In a climate which increasingly favors excellence in education, administrators and teachers have the opportunity, rapidly approaching a mandate, to study and re-examine teaching-learning situations in terms of each pupil's potential achievement and potential employment.

Teaching must be productive; and to be productive it must somehow be personalized to the point that purposes are understood and have meaning to individuals. With improved facilities, equipment, and teaching aids at our disposal; with personnel better prepared and in more adequate numbers than ever before; and with countless thousands of pupils and parents eager for improved instruction; -- administrators and teachers must seize the opportunity to evaluate pupil achievement and teaching performance. This must be done in a continuous, systematic, cooperative, and realistic manner -- objective and diagnostic in method and purpose -- rather than in a perfunctory, laissez-faire, or impressionistic manner. The art and science of teaching can be improved only as we possess imaginative and creative ideas to supplant the outmoded, unproductive ones to which we are likely to cling unless there is a continuing and dynamic program of evaluating the results of teaching.

#### Opportunity to Appraise Specific Subject-Matter Areas in the Light of Current Urgencies

The necessity for evaluating teacher performance in every subject-matter area is apparent and obvious. At this time, let us think together about the teaching of English, including reading.



### The English Language Arts

Since language is the medium through which we think, through which we learn, through which we express ourselves, and through which we maintain relationships with our fellowman, it is imperative that a better job be done in the teaching of English. This responsibility cannot be relegated to English teachers alone. Every teacher must be a teacher of English; and to accept this responsibility effectively, he must read widely, speak correctly, and write with some facility.

As administrators, you and I have the opportunity to encourage the acceptance of these concepts concerning the teaching of English, concepts founded on research and not the personal whims of a few teachers. In some instances we may have the opportunity of reducing the teaching load of English teachers, since it is they who carry a major responsibility for developing the skills through which all learning takes place.

The teaching of reading must be a continuous, developmental process through all grades, 1-12; for learning to read itself is a continuous process. It is not mastered once for all time. In a very real sense, learning to read is synonymous with learning to think; and as long as we hope to teach thinking as one of our major goals, it is imperative that the teaching of reading be a dynamic part of our instructional program. It is particularly important that we think of ways in which reading can be emphasized in grades 9-12. No one has really learned to read by the time he has arrived at any given stage of growth and development; on the other hand, every pupil must continue to learn to read more efficiently as his needs become greater. At each stage of the pupil's progress, whether in elementary, junior high, or senior high school, the skills necessary for effective reading should be strengthened. Here, too, the task must involve the entire staff.

There is no one single method by which reading can be taught. ". . . The teaching of reading is a composite procedure that assembles and uses the best methods that professional theory, research, and the practical common sense of



competent teachers have been able to devise." Nevertheless, as pointed out recently in a study entitled, Learning to Read, a report of a conference of reading experts, distributed by Educational Testing Service, "Phonics is one of the essential skills that helps children identify printed words that they have not seen before and then understand the meaning that those words represent. Without phonics, most children cannot become self-reliant, discriminating, efficient readers." Though phonics is not a panacea for all our reading problems, it is an essential within the total method of teaching reading.

### Modern Foreign Language

Another area of the curriculum demanding appraisal is foreign languages. Language is basically something which is spoken and, secondarily, something that is written. For this reason, the primary goal of foreign language study should be to understand the language when spoken and, in turn, to speak it. In achieving this major goal, lesser goals will also be achieved: facility in reading the language, some skill in writing it, and an awareness of the culture of the people whose language is being studied.

In view of this widely accepted and sound concept, it becomes increasingly necessary that teachers and prospective teachers of modern foreign languages take advantage of all opportunities to prepare themselves for this approach to teaching. It is generally agreed that unless modern foreign language teachers read and speak the language being studied with accuracy and ease, and unless pupils are taught to do likewise, the courses offered are largely useless and the efforts of both teachers and pupils are largely futile. The grammar-translation approach, commonplace for 30-40 years, now has no place in our schools.

As administrators we have the unprecedented opportunity of helping to open the doors of world understanding as well as those of personal satisfaction by insisting that teachers possess these qualifications and that they have the instructional aids which will help them to achieve their goals.



### Social Studies

Like English, reading, and foreign languages, the social studies are urgently in need of renovation. Tests show that pupils are less literate in the area of social studies than in any other subject-matter area, especially in the areas of geography and forms of government. It is interesting --- and distressing as well --- to note that a national survey some years ago indicated that this broad area of social studies is that most disliked by students. Very likely, there is positive correlation between these facts.

Such information suggests strongly the need for intensifying our efforts in the teaching of geography, and the urgency for helping youth become more knowledgeable about systems of government other than our own. A number of administrative units have tackled each of these problems with encouraging results; yet for most of us the opportunity for strengthening this phase of our educational program still remains.

As we move to amend our program in the social studies, we shall need to be responsive to national concerns about instruction in communism. Within the framework of our present courses and at appropriate grade levels we shall want to be certain that our students learn about competing political ideologies and their philosophical bases, goals, methods, and strategies. It does not appear educationally sound to teach communism as a separate course, at a separate time, and in isolation. On the contrary, this instruction becomes more meaningful when taught objectively as one of many political systems. (This is the position taken by the U. S. Office of Education with respect to the placement of this instruction.)

### Vocational Education

Let us look now at vocational education. In this area administrators and teachers have the responsibility to help young men and women strengthen their individual competencies and thus become prepared for the world of work. Every 24



seconds, day and night, an unskilled job disappears in the United States. Every Monday morning there must have been found 25,000 new jobs to offset the number lost during the preceding week. In addition, there must be found each week many hundreds of jobs for persons coming into employment for the first time. Because of the fierce competition for employment and because greater competence for jobholding is an incontrovertible fact, we in education must help resolve the problems attendant upon this vital activity of life. Attention to this need can no longer be regarded as optional; it is imperative!

Developing vocational competence is basic to the satisfactory employment of our people; and vocational competence is dependent upon considerable thoroughness in general education. There are few skills that can be developed and sustained without solid educational background. Only eleven days ago the Research Council of the Great Cities Program for School Improvement sent the following statement to the President's Panel of Consultants on Vocational Education: "Vocational programs must be organized with the full awareness that they are related to and involved, either specifically in their organizations or in close working cooperation, with all other parts of the school program. Pupils succeed or fail in their occupations fully as much because of their lack of competence in communication (reading, writing, speaking, listening), their quantitative thinking (arithmetic, science), their care of self (health, physical education, nutrition, safety), their understanding and use of their environment (geography, history, science, economics, music, art, government), and their habits and attitudes of citizenship, as their specific preparation in the vocational program."

The world of work is everybody's concern; and significant contribution to the preparation of every person who enters this arena of activity and means of livelihood must be the concern of every educator. If we really believe that schools are to serve all youth, we must have constantly in mind the welfare and best interests of all youth. The opportunity for our appraising vocational education



as it relates to general education, both in content and placement, remains one of the compelling tasks which lies ahead.

#### Opportunity for Utilizing Staff Competencies More Effectively

Not only do we have, as a resource, opportunity to appraise and strengthen the curriculum, but also, opportunity to utilize our staff competencies more effectively. Recognizing individual strengths among staff members and utilizing these to maximum advantage remains for all of us a continuing opportunity in the implementation of the curriculum. Today and every day each of us has the obligation to give a satisfactory answer to this question: How best can staff competencies be recognized and utilized for an improved instructional program? In answering this question, allocation of responsibilities may become more realistic, more equitable, and result in happier, more productive individuals.

#### Results to Match Our Resources

Finally, and in summary, let us return to our original question: "To what degree are educational results in North Carolina commensurate with the numerous resources available to us?" We have reviewed the many intellectual, cultural, social, and economic resources which constitute our assets; likewise, we have declared that our greatest resource in terms of opportunity lies in a re-examination of the curriculum, with emphasis on what is being taught and how well it is being taught. Our assets and our opportunities are our mandates. They resemble, as it were, a large reservoir, with the school serving as the generator at the dam, and with power becoming the ultimate product of the entire operation.

The educational result -- the power -- we desire in North Carolina is learning. Excellence in education shall be achieved when children, youth, and adults alike -- all and altogether -- are engaged in the process of acquiring knowledge and skill. Learning is the result we cherish above all others. It is the single result for



which all our resources were created and by which they are continuously sustained.

I have no doubt but that we are progressing toward this ultimate objective. We are moving forward, carefully and cautiously - and this slow, deliberate, and analytical approach to change is commendable. Deviations in education and educational structure should always follow detailed and intensive study of all the factors and probable consequences which might become involved. Schools have been consolidated, new buildings have been constructed, budgets have been enlarged, additional courses and services have been provided, and, generally, our schools are at their highest and best levels of operation in history. The concern of the hour, however, is that all our activity be directed toward the fulfillment of our prime objective -- excellence in learning. It is appropriate and imperative that we keep this objective in clear focus. We could so easily build the boat and miss the sailing.

As we begin another good year together, let us covet for each other 20/20 vision --- the kind of vision that will enable us to see the image of a good school system --- the kind of system that concentrates all its resources on good teaching and all its efforts on learning. Teaching must be productive. Its product is learning.

Our opportunity and our obligation today, as never before, is to utilize all human and physical resources, all administrative and supervisory know-how, and all that is known about the learning process itself to see to it that the schools of North Carolina fulfill their responsibility to all the people of the State -- the responsibility for creating an atmosphere and for planning situations in which learning takes place continuously. Less than this makes us unworthy of our trust! Less than this is a sure way to guarantee incompatibility between our resources and our results!







## EDUCATION IN THE SOUTH AND WHAT THE FUTURE HOLDS

By Dr. Felix C. Robb, President  
George Peabody College for Teachers

### Introduction

Dr. Carroll, it's indeed a great privilege to come here tonight and speak to this group. This is a magnificent audience; this is a fine college. I have never visited Mars Hill before, but it is a privilege to see the College after having heard about its wonderful work for many years. Especially is it a privilege to come and be with a group as important and as influential as this one is. I have been for a long, long time a Sunday school teacher, and now am superannuated. I can't count the number of times I have said to a group of young people, it doesn't take very many people -- dedicated, . . . determined, informed -- to make a significant difference in a community. Take a hundred of these dedicated people united in some cause, and they can work a miracle in a community. We need these miracles worked, not only in local communities, but in states, and in this nation. I am honored that you asked me to come and speak to this powerful and important group, for I know the influence that you have. It radiates through the schools and through the teachers to the homes of hundreds of thousands of people throughout North Carolina.

I really do not feel worthy of the assignment, and I am very much like Leroy, a little boy about whom I heard some time ago. Perhaps you, too, have heard of Leroy. Leroy was on a sand-lot football team and his team was being mercilessly beaten. They were pushed farther and farther back when the Coach yelled to the quarterback, "Give the ball to Leroy!" Another play was run and the team was pushed back still farther toward the goal line. Once again the Coach yelled out, "Give the ball to Leroy!" Another play was called and the team was pushed right back to the goal line. The Coach sent for the quarterback, pulled him out of the game, and asked, "Couldn't you hear me? Didn't you hear me say 'give the ball to Leroy'?" The little boy said, "Yes, but Leroy, he say he don't want the ball."



This is a hard ball to carry tonight after that gracious introduction. I would simply say that we at George Peabody have a great stake in the public schools of the Nation. We have many teachers; perhaps hundreds of them, in North Carolina. We join with you in common cause and concern about public education.

I've always classified myself as a teacher and if anybody on any occasion asks me what I do for a living, I say that I am a teacher; for it is this term, this title, that I covet most. I say this because the one word embraces for me so many memories of so many important experiences. Some of them were rough experiences, like some of yours when you began to teach. I made every mistake known to the profession in teaching. I shall never forget one of my early experiences in college teaching at Birmingham Southern. I had taught, as a beginning teacher in those post-depression days, five sections of freshman English; and I was a little sick of it. The second year I was honored in being assigned to teach a course in sophomore English -- a survey in English literature. This was my opportunity and I enjoyed it thoroughly, because I liked literature and liked to read. On a particular day we were studying the poetry of John Donne; I can remember it as if it were yesterday. I remember the details because I liked John Donne's poetry so much that I became quite stirred up about it, a little passionate, perhaps. I wanted to inspire these young college students to share my interest in John Donne's poetry, and so there I was -- pouring out my soul trying to establish excitement about the written dreams of men. All of a sudden, right in the middle of the lecture, I looked into the class, and what should I see but something that always did and always will frustrate me: a young lady in the class who had taken out of her pocketbook, or whatever that was, a great array of paraphernalia, the like of which I had seldom seen. She had spread it out on the lapboard of her seat, and was proceeding to make up her face. I stopped in the middle of my



discourse, in the middle of a sentence, if you please, and I drew myself up in all my supposed regal splendor, and looked her in the eye with a steely gaze and said, "Miss Throckmorton, what would you say if I should stop in the middle of my lecture, pull out my razor, pick up my shaving brush, lather up, and proceed to shave?" Well now, as a neophyte young teacher I didn't know better; but I should never have asked a question like that. For without missing a single lick while putting the powder on her face, she casually said to the amusement of the class, "Mr. Robb, if shaving would do as much for you as paint and powder do for me, I wouldn't mind at all."

I'm delighted to see a number of the wives here. This is very touching to me. I trust you're not, however, like an elderly couple I heard about -- a long-married couple at that. They were at a dinner party -- and I should add that she was a little bit deaf -- when he leaned over to her and said, "Honey, I want you to know I've always admired you." To which she replied, "Well, if you really must know, I'm a little tired of you too."

I heard that you had a bikini story in your morning lecture from someone who preceded me, so I guess I can tell this one, while we're on that general subject of this relationship. I'll tell you about an older single teacher, and this came from a former Peabody student who vows that it's a true story. It seems that this elderly spinster's friends noticed that all of a sudden she began to use a little more rouge, a little more lipstick, and her dresses grew just a little bit shorter; and a sparkle came into her eye. Then it was discovered that she was having a love affair with a young man -- a much younger man. So one day a friend of hers got up enough courage to ask her about it. "Ophelia, is this a platonic relationship or a serious love affair?" To which Ophelia replied, "It may be play to him, but it sure is a tonic to me."

I think that the superintendency is so much like the presidency of a college, particularly in terms of the work and strain that's involved.



President Blackwell himself might testify to this. I remember the story of an earnest, hard-working fellow. He had been a teacher and he had taught well and faithfully! He had stayed after school and had done all that he was supposed to do. He was finally made an elementary school principal; and this was a tough situation. There were big boys in the school and they were breaking out the windows, and everything went wrong; but he stayed with it; he did a magnificent job; he worked night and day. In order to reward him for this very fine job, he was made a high school principal. Here he found the problems of the community were almost impossible. It was a terrible situation, but he worked on it again night and day, year in and year out, and finally he was able to straighten the situation out. He had done such a good job of it that he was made superintendent of schools. About that time the poor fellow died, and as you can believe it, he went to hell. The transition had been so smooth and so gradual that he didn't notice a single change.

I came from Alabama, as Dr. Carroll has indicated. As a boy I spent a lot of my time in a small community where most of the inhabitants never got past the fourth grade. There was enough ignorance in that community that if it could have been bottled up and sold it could have "ignorized" the whole world. I never saw anything like it. But, you know, these people had horse sense. I think I can illustrate by telling you about one illiterate farmer who got the better of a city slicker lawyer, who operated at the county seat. The story is about a famous murder trial in Alabama that is well known to this day. The lawyer was one of the most successful criminal lawyers in the state, but he built his success upon his bullying techniques. He was able to bulldoze and browbeat and frighten almost any witness into saying almost whatever he wanted him to say. This was his accustomed manner, and because of his success, he had become a very overbearing and very cocky individual. There had been a murder down on the river and he had called this farmer to testify, thinking that he could take this old man in charge and get him to say just what he wanted him to say. When he got him on the stand, he began his usual technique by roaring at the old fellow, "What's your name?" To which the old



man replied, "Given or sur --?" "Where were you born?" was his second question, to which the old man answered, "County or state?" Well, this unnerved the young lawyer a bit. It nettled him and upset him that he didn't get a straight answer. He then said, "Which side of the river were you on when the murder was committed?" And the old man asked, "Comin' or goin'?" By this time the lawyer was completely undone and said to the old man, "Are you trying to make an ass of me?" To which the old man replied, "Jack or jenny?"

I think superintendents and presidents are about all alike. All of us are going about saying that we're just so overworked, and we're putting up buildings and we're working with budgets, and we don't have time to do what we really want to do. What we say we want to do is to find plenty of time to read and study, and reflect and philosophize, but we just don't have time. And we go on talking, and we talk so much that's why we don't have time to do those things. But it reminds me of a story of a cowboy who had terrorized the town and he picked on one particular old fellow as the brunt of his animosity. The cowboy pulled out his six-shooter in the town after having shot up the place generally, and thought he would frighten the old man, and said, "Old Man, do you know how to dance?" The old man said, "No, and what's more, I don't want to." At which the cowboy began firing the six-shooter at the old man's feet; and, needless to say, the old man danced. The six shots were fired, the gun was emptied, and then from somewhere hidden on his person, the old man, to the amazement of the cowboy, pulled out his gun and said, "Mr. Cowboy, did you ever kiss a mule?" To which the cowboy replied, "No, but I've always wanted to."

I'm going to say several things tonight. I hope after the long day you had, and when I look at this schedule I am amazed and delighted at your indefatigable ability, that you could stick it out tonight. I hope you won't



draw some wrong conclusions from some of the generalizations that I am going to make. This is awfully easy to do. And I'm reminded here of the story of a fellow who imbibed too much. As a matter of fact, he was the town drunk. No cures had worked on him and people had variously tried to get him to go straight and to get off the bottle. Finally, two or three fellows decided they would use the shock treatment on old Tom. In the general store in the town, back behind the counters, there was a nest on which an old hen had been setting. The pranksters removed the eggs and placed a litter of kittens in the nest. The old mother hen settled her wings down over the kittens, perfectly content to do so. Then the pranksters went out to get old Tom, thinking certainly that this unusual sight would straighten him up, that he would see the error of his ways, that he would think he was seeing double, seeing something terrible, and that he would quit drinking. Finally, the pranksters got him, hauled him in, and took him to the back of the store and showed him the hen sitting on the kittens. Then the old codger came out, and as he came out several of the town's hangers-on were watching to see what was going to happen. They noticed that he was visibly shaken, visibly moved. So they asked him, "Well, did this teach you a lesson?" And he answered, "Yep. I've et my last egg."

### The Changing Scene in America

I want to talk to you briefly about the changing scene in America. In your time and mine we've seen some amazing things happen. I can remember faintly as a boy climbing a tree to see Charles Lindbergh after he had made his fabulous solo flight over the Atlantic. He was touring the country when he came to Birmingham; and, in order to get a slight glimpse of the plane as it flew over, I remember climbing that tree. It took him an awful long time to come down from Washington to Birmingham. But today our country is only



five hours wide and two hours deep. That's a fantastic change. Travel to other countries is a commonplace. Recently, on two separate occasions, guests were in my home who had the day before been in London and Paris. This is an amazing era in which we live. A revolution has taken place in technology. All of us know about this, but what is it doing to us? I know a young man who used to be on our faculty, who entered business because he had invented something, and who became so successful he has made two million dollars in a relatively short time. He travels to Europe just as you and I would go back and forth from here to Raleigh. He has come to know a great deal about the European common market. His company is getting involved in what is an American form of the common market by setting up plants abroad. He tells me that we must become aware of these great economic forces which are developing in other parts of the world, that we must teach about these, that we must know about these factors if we are going to be a participating, successful, well-to-do leading nation in the remainder of this century.

In addition to these economic changes, there has been, as you know, a great rush of people from the rural communities into the cities. When I look at our cities, at some of the pretty horrible things that happen in them, I sometimes wonder why people are so eager to go to the cities. There are many dislocations that have come along with the move to the cities, dislocations that have taken place as industries and manufacturing plants have automated their assembly lines. It was predicted that this would cause no great problem, that these automated devices, these inventions, would simply create more demand for goods which, in turn, would result in more jobs for people who had to make some of the products. But this has not been the whole story; and we are now having to face serious dislocations and some more or less seemingly permanent unemployment in this country. In the face of this, we need better guidance, more information, and a lot more attention to adult education. We have



problems of training, and re-training that are fantastic. I heard the dean of an engineering school say, only a few days ago, that industrial firms, construction firms, and the like -- in many instances -- do not want to employ an engineer who received his training as long as ten years ago. Science has changed so amazingly in the past ten years that many firms would rather have a youngster who has just come through the process of study than one of these older fellows, not so old in terms of years, but older in terms of knowledge. This is an amazing change. Never before have we had that kind of change or that kind of reason for wanting to employ a youngster instead of a mature person. But, knowledge has exploded just as our population has exploded.

#### Change, a Challenge to Education

This presents a fantastically difficult problem for those of us in the schools trying to determine what should go into the curriculum today when knowledge has exploded and splintered in so many different directions. What's the most important part of it for us? What's the root of the matter? What's the basic part that must be transmitted to coming generations? And how can this be done? Here, of course, the massive impact of mass media comes to mind. Television, for example. Will it produce in America, as there seem to be some indications that it is producing, a kind of lumpish, common American who talks and thinks and acts like all the others; or will individualization of instruction in the schools, freedom and love of freedom, the desire to be unique and independent, the desire to be aroused and stimulated and encouraged-- will these forces, in the face of those negative influences in mass communication, be able to survive? If the common-denominator forces which are at work in mass communication should gain the ascendancy in America, then we would be very much the poorer. I think it doesn't have to happen. I think it doesn't have to happen in the state of North Carolina because of your very far-sighted work in television and what you are planning here. Many states in



the South are not so far along in television planning as North Carolina is. Such positive planning must come in order to balance the fare, the rather sordid fare which is purveyed in the commercial television outlets of the Nation and which is rendering a tremendous disservice to American youth.

I am thinking, too, of the power of the demiworld as one of our very great problems. It is a grave problem in my adopted home town of Nashville, Tennessee, which, on the surface, like most cities, has a wonderfully cultured aspect. We, perhaps, have more culture in Nashville than most cities because we have such a concentration of colleges and universities as is seldom matched anywhere in the country. On the other hand, beneath the surface in that city and in every other city, your capital city, as well as others, there are people and there are forces working against us . . . diametrically opposed in their scheme of values to everything that we work for and everything for which we stand. And what's to be done? What's wrong with Nashville is what's wrong with New York and the other cities. If we could only solve this problem of crime and delinquency we would be so much further ahead in this Nation. Some way, somehow, we in the schools bear a part of the responsibility. Not all of the responsibility, for it's very difficult for us to supplement the inadequate home, of which there are so many today. Children have trouble and then they make trouble. That's the sign. Why do the alienated group of youngsters, the ones that don't behave according to the rules of conduct for Americans, violate these rules of society? We must give these youngsters more attention because so much of the crime of our cities can be laid at the doorstep of youngsters who haven't reached the age of twenty -- many of them thirteen, fourteen; perhaps the median is about seventeen for crime today in the big cities. Why do these youth violate the rules of society?

Some of them have tried to play the game of being an American, but they never have been able to win. They don't like the business of never winning.



They want rewards. And so they break the rules in an attempt to win. This new pattern of behavior, they discover, is more exciting to them, has more positive material rewards. They no longer feel deprived, neglected, unwanted; they are part of a gang, and in a group; they don't feel unimportant anymore. How can education capitalize upon all these inner motivations that are common to us all, and take these forces and build them into some constructive channels? This is a tremendous challenge to us, those of you who superintend schools, those of you who work in schools, and those of you who work in colleges also. It's a very difficult problem, for we must face it and we must do much about it.

#### The Need for Continuing Education

Somehow I think that we would be much further along in this country if all of us could adopt and support the concept of education as a continuous process throughout life, both formal and informal. In a recent address, I told a group that, in my opinion, the coming revolution in teaching and in education will be the dramatic change of teachers and administrators returning as never before to college and university campuses to continue their education, I hope with point and purpose and with verve and enthusiasm. I hope, too, that they will find in these colleges and universities something really exciting that will put them in touch with the frontiers of knowledge as well as with newer methods of teaching.

#### Problems of the Rural Community

The problems of the rural community, which I mentioned a moment ago, are enormous. I'm very much concerned that the rural community is losing its leadership. I have been in communities in rural Tennessee, little ones where the high school may be the only remaining force in that community. Population has withered away, youngsters are brought in with the school buses.



The little town no longer has leadership; as fast as the youngsters grow up in the community, they move away where opportunities beckon, where rewards are greater, where opportunities for recreation -- as well as work-- match their ambition and their prowess. I think a national crisis is building up in this area. America cannot afford to lose the vitality, the strength, the fierce pride in work well done, the spirit of independence that has so long and so well characterized our farm population and the population of our villages and small towns.

### The Dilemma

It's difficult at times to know whether we're making marked educational progress in America, or just holding our own. It's difficult enough in one school or one school system to assess educational progress, not to mention larger areas like the South or the Nation. Our national record for the past two years is spotty. We have been driven back in the economic, diplomatic, and political realms to the point where a kind of all-out-war is much more likely to inundate us than a shooting war of guns and missiles. I wonder if we who teach and we who superintend do not share some of the responsibility for these failures and these declines, just as we are entitled to a measure of credit for our regional and national successes.

### Need for Renewed Zest and Determination

It's exciting to speculate that the 1960's may unfold for the United States a new and more vigorous role in the world. This could happen, though it doesn't look for the moment as if it is happening; but it could happen! The potential and need are present for developing a new zest for achievement, for resolving the quadruple threats of war, famine, disease, and ignorance. We have an obligation to acquaint children and youth with these problems in order that they may appreciate what others have provided for them and be



better prepared to cope with the realistic demands and opportunities of a troubled world, a world in which knowledge is power. We pedagogues, like ministers and politicians, are always under some sort of attack, for we are in the business of influencing this world -- favorably, we hope. Ours is not merely the task of mirroring the prevailing folkways of a community. True, it is our job to nurture our local, national, and international heritage and to transmit it to successive generations; but we in education must do much more than disseminate facts. We must participate in making the heritage, in changing and improving our society through the education of the young, through the discovery of new information, and through the fresh interpretation of old information. Despite radio, television, and movies, we teachers are still the world's leading communicators. With all of its intricate relationships between the teacher and the learner, teaching is as close as one can get, in my opinion, toward improving man and his world. Our state, regional, and national welfare are dependent upon the elementary and secondary schools. We in the colleges polish off potential leaders in various fields, but we are completely dependent upon what you do with the human material that is entrusted to you.

We are all weary, aren't we, of the slow, abrasive, and enervating struggle of teachers to gain the professional and social status which we covet and feel we deserve; and we are particularly weary of the pulling and hauling deemed necessary to obtain a few more dollars in the salary checks of teachers. For by this constant drum beat we have wearied an increasingly sensitive public, even those who belong to that greatest of groups, the noble citizens, who know that to lose the battle for an educated, cultured populace is to lose the struggle against crime and delinquency, poverty and disease, political demagoguery, dictatorship, and most of the other evils of our day. We are so much taken up with our efforts to finance and organize and build



and regulate schools that we who purport to lead have too little energy left for the main job -- which is the wide and deep cultivation of excellence in a human being, in learning and teaching. This, ladies and gentlemen, is really the heart of the matter.

#### Importance of Recognition and Reward as a Means Toward Excellence

There is abroad in the land an erroneous but understandable notion that education is somehow a greedy force equipped with powerful political lobbies devoted solely to the feathering of its own nest. I do not see a bright future in merely continuing the drum beat of demand and desire. As a profession, we must show cause. This will be done whenever we can demonstrate and wherever we can demonstrate the quality of instruction and prove the quality of our product. When education can be related to financial or social success there is little doubt of its acceptance. But what of learning itself for its own sake? Americans view education as almost a universal panacea and have a sort of blind faith in it. But, curiously enough, the same Americans are often unwilling to pay very much for education and do not reward teachers and scholars relatively as well as other countries do. Except for an occasional Einstein, Hemingway, or Von Braun, America's laurels go to athletes, to businessmen, to medical men, to entertainers, to politicians. The message is clear: we will become a learning nation when we become a nation that honors learners.

We must discover new and better means of recognizing and honoring academic accomplishment and excellence in our schools. What are the counterparts of the old "gold star"? Do you remember the gold and silver star of your childhood days, of my childhood days, and the privilege of dusting the erasers for the older children and for model youths in the high school? What can we give today to the superior learner that provides this kudos and prestige -- a prestige in school equivalent to that accorded the star halfback



on the football team? This is not an easy problem to solve; but if we cannot cope with it, we should fold our tents and get out of the business of education.

Teachers, to be effective, must be exciting people. The ultimate sin for teachers is dullness. Boards of education and administrators too often look with favor on those who can keep the peace, those who can keep the lid on, those who don't stir up intellectual curiosities, too far, or those who don't put any new demands on them for books, special equipment, or other expensive items. Ideas are usually expensive. But excellence is a relative thing. To lift a school, to lift an individual, to lift a class, to lift a school system from relative mediocrity to relative excellence is a truly noble and notable achievement, one worthy to challenge all of us.

#### The Future of the South and Continuing Education

I know that each of us shares a dream of the South becoming the nation's foremost region economically, culturally, and in every way. I say frequently and I believe it can happen, that the next hundred years belong to the South. The South has the long-growing season, the plentiful supply of water, the remarkably lengthy shoreline, the great mineral resources, the great oil reserves, and almost half of the nation's supply of natural gas. These are but a few of our physical attributes. Added to this, we have a third of the nation's population with their massive potentialities. This region of ours, the State of North Carolina, can be made the greatest in the nation, if we will only work effectively to that end with determination and unceasingly. I would expect North Carolina, in view of your progress, in view of your great developments, to be leading the procession of Southern states in a magnificent development of strength and resources, both human and physical. But I am convinced firmly that as a nation, a region, a state, and as communities, we cannot achieve the dynamic society that we want without vastly



improved educational experiences and opportunities and without the adoption of this concept of education as a continuous journey for every citizen all the way through life. Continuing education in a variety of forms is the way to achieve our cultural goals, to achieve the productivity we desire and the way we can acquire the insights which we need to solve our problems.

### The Necessity for Continued Improvement in Education

Our way of life gives precious freedoms to individuals, but these freedoms will not be understood or appreciated or cherished unless our citizens are educated, informed, and are learning continuously. A ballot in the hands of an ignorant man is a very dangerous thing. Through a strong system of education, the destructive forces which churn within us and around us and about us and which impinge upon us from time to time can be transformed into fruitful and constructive activities that will make of this State and this region really a model. We have the necessary ingredients; and, we're not poor. Apparently we do not value education as much as we think we do, or as much as we say we do. I say this despite the fact that we have improved. You have made great progress in North Carolina; and we have made great progress in education in America. It simply hasn't been enough progress, and it has not kept pace with the more rapid advancements in other areas. Today it can be said with pride that nowhere in the world have so many been educated so well as in the United States. But we still haven't done enough. And while the dollars for education go up, our relative position with respect to other enterprises in American life remains the same or slips back. Progress has been in spurts and in spots. Some states have forged ahead; other states have barely held their own; still other states have lagged behind -- terribly and pitifully. We have a serious problem in Tennessee, a still worse one in my native state of Alabama which is on its back educationally. It is a serious problem, but not one that can be ascribed to any particular administration or any particular



legislature or any particular group so much as it can be ascribed to all the people and all those who ought to be concerned with the quality of the education of our children and youth.

#### Appropriate Education for All Youth

I think that our hope in America of survival rests so much in the hands of the upper ten, twenty, fifteen per cent of the intellectually ablest youth. These are the people we have to rely upon for the ingenious, creative developments in science and technology that can match the power and might of other nations. These are the people who have the creativity to design a better world. On the other hand, we must never underestimate the power and importance of all the others. And so we have a triple job to do. That very special group for whom excellence means something is an enormous challenge to us in the schools. Then we have the great massive group in which I place myself; those who are in the mid-range somewhere. And then we have the less fortunate, of whom we are taking increasing cognizance -- the retarded and those variously handicapped. All of them must be led to find a channel for their energies, their talents, their interests. It's very important, for example, that we recognize that a plumber is as important in some ways as a philosopher; that, in our rush toward technocracy, toward the cultural and technological advancements, we not minimize the importance, the dignity, the value of manual labor, and of skilled labor. A nation that neglects either its plumbers or its philosophers will have neither good plumbing nor good philosophy. Neither our pipes nor our theories will hold water.

#### Need for Well-Prepared Teachers

The South's elementary schools and secondary schools have developed as the will of the people to create and support universal, free, and public education has been manifest. The statistics through 1960 are available.



At that time the South had nearly 5,000 basic administrative school units in which schools were manned by a teaching force of almost a half million and whose pupil enrollment was approximately 12,500,000 pupils. Now such benchmarks of improvement as do exist should not lull the South into an attitude of complacency. This is our peril. Severe shortages of well-qualified teachers exist; particularly in the poorer states and in the less-favored school districts of Southern states with higher incomes. The need for more and better prepared school teachers is not endemic in the South. The shortage of well-qualified teachers is a national problem. But in the Southern states the difficulty is exacerbated by special factors which impede the achievement of parity with the best public school systems in other sections of the United States. This weakness is neither in the national or in the local interest. The South needs more well-qualified teachers now. It will need many more over the next decade than it seems likely to produce or to import, if it is to eliminate overcrowding and half-day sessions and add educational service and replace the ill-prepared persons who are sometimes in our classrooms. Statistics will never adequately reveal the true need of the South. Almost no classrooms in the Southern region go without at least a lukewarm body in them; but thousands and thousands of classrooms are presided over by inadequately prepared persons of indifferent cultural backgrounds, pedestrian minds, or colorless personalities. These individuals lack the intellectual and emotional force to excite a love of learning in youngsters and to make of education the vital adventure it can be and ought to be. No one can possibly measure the damage caused by drab, uninspired or uninformed teachers; just as it is impossible to measure accurately the magnificent contributions of the many dedicated, able, creative, effective teachers who substitute psychic rewards for financial gain in order to perform a service they believe to be important and in order to follow a



career they prefer above all others. The problem of teacher shortage goes deep into the fabric of our society. Adequate prestige and economic status have not been accorded teachers, despite the paradoxical blind faith of our citizenry in education.

### Problems and Frontiers

The growing need for capable instructors of youth in the elementary and secondary schools is perhaps the most complex single issue facing the Southern region. We must find a way through better schools, through better teaching, to build not only better mousetraps, but better cars, planes, plumbing fixtures, and pencil erasers, to mention but a few of the thousands of better products necessary to bolster our economy and restore the confidence in this region and in this country, the confidence of consumers in products. We must attack the moral deterioration that is enveloping our cities with crime and delinquency. We need to learn faster and to teach better. We must revitalize and strengthen the three cornerstone institutions of our society -- the school, the home, and the church. None of them is measuring up to the demands of our time as well as it should. And we must learn vastly more about man himself. These vast problems are the real frontiers today. These are the challenges that must be met in our time with reason, research, dedication, conviction, and action. In any one of these and many other areas a teacher can find purpose and direction for his or her talents and the richest of rewards of satisfaction found only in service to one's fellow man.

Let us join in building a new climate in America . . . a climate in which from grade one to the senior year of the high school and the undergraduate years in college and on through the Ph.D. degree, we become a people who believe in education, not only in the general sense, but in the particular sense of having more confidence in the cultivation of the intellect and the intellectual life so that we might produce a climate that is more encouraging



for creativity and for great teaching and for great preaching and for great learning. We need to find the suitable rewards for scholarship and these must be communicated to an ever-widening group of individuals. We must grow intellectually ourselves. We who purport to lead must never stop learning ourselves.

One of the unfortunate characteristics of this present age of youth, it seems to me, is that so many young people are not really working very hard. There was a time right before World War II when a young engineer, a young doctor, a young lawyer, a young teacher, a young businessman after hours -- was digging, searching, working. This was fairly common. It's much less common, I think, today. Why, I don't know. That's another story. But we must be better informed, you and I. This means wider reading. This means better study. We must not only be able to teach better and administrate better, but to demonstrate this in many ways. We must practice superior teaching and believe in the importance of this educational enterprise of which we are part. And we must build a profession.

May I offer a few suggestions that have to do with characteristics of educational statesmanship. These are not original with me -- they come from a young man who is one of the lumaniries on the horizon -- Don Davies in Washington. He suggested that if we would be educational statesmen and stateswomen we would incorporate into our thinking and our operating a willingness to view current problems and plans in their historical and social and cultural perspective. We would refuse to classify others into two all-encompassing groups, the "good guys" and the "bad guys" and all that this implies in Aristotelian true value thinking. We must cultivate the ability to focus deliberation and action on ideas rather than on personalities. We must cultivate the ability to compromise without discarding one's basic commitments and principles. Acceptance of the "bubble-up" rather than the



"trickle-down" theory of the source ideas. As an administrator, which is your mode of operation? Do you seek to impart them or do you encourage them in bubbling up? We must cultivate the ability to listen to others and to be comfortable with a diversity of ideas and personalities. We must be willing to apply theoretical and empirical tests to our ideas, our assumptions, our biases, and our proposals as never before. We must cultivate the ability to apply theory from the discipline of education to the solution of educational problems. We must cultivate willingness to give lesser priority to individual and departmental and institutional and organizational ambitions and objectives, and give greater priority to the long-range goals and the total good of teacher education and teaching and professional standards.

#### Need for Educational Statesmanship

Educational statesmanship should be exercised by the many, not by the few. There are many vast and exciting and wonderful horizons in education. These are too numerous to mention in the fields of health, mental health, social theory, and governments of men and institutions. They surmount language barriers, gaining cross-cultural perspectives, in math (which is the language of science), learning about the worlds that are without our kin now. A veritable revolution is taking place in education, ladies and gentlemen. In the face of it, we cannot afford to be content with the status quo. We can no longer afford inefficient, ineffective instructional procedures if we are going to be able to produce creative, intellectual leaders in all fields of human endeavor. The sign of the new revolution in education has emblazoned upon it one word and that is EXCELLENCE. We have been much too slow in demanding, in cultivating, and in rewarding excellence. We too often shut the door of opportunity in teaching in the faces of the creative persons who know and represent excellence. We turn them away because they are too heuristic, too individualistic, perhaps too uncommon in the age of the common



man -- the very common man. Are we keeping abreast of developments? Are we concerned with the new techniques of programmed instruction and the teaching machines and the mechanisms; and, more particularly and more importantly, the newer philosophies and the newer psychologies of education? These are extremely important for all of us today. These are but a few of the questions that any alert administrator, any superintendent must ask himself. The answer and the opportunities are to be found in the advancement of knowledge and the concentration of research and resources which are available in the literature which pours in upon you and in the universities and the colleges which are opening their doors for you. Here is a way in which we can refuel and keep in touch with the life of the mind, can find a measure of practical assistance as well as inspiration, and new zest for teaching and learning.

We are less likely ever to need the fall-out shelters if every boy and every girl enrolled in the schools can catch the vision of how what he does and how well he does it today, in school, may not only determine what he shall do for himself in later life, but what America is going to be like. He can be a participant in the most exciting, rapidly-developing, changing era of our national existence. And it is our privilege, the privilege of you and me, to be participants and prime movers in this exciting adventure. Thank you very much.







## EDUCATION FOR PEACE

by Dr. Oliver J. Caldwell

Dr. Caldwell is editing his address. Copies will be sent as soon as the manuscript is available.







# SYMPOSIUM - OUR PUBLIC SCHOOLS: YESTERDAY, TODAY AND TOMORROW

## A DECADE OF PROGRESS, 1950-51 - 1960-61

By J. E. Miller

### A. School Population

1. There has been a 23 percent increase in total school enrollment during the last decade, although there has been only a 12 percent increase in the total population of the State.
2. Although the increase in the State's total white population (14.1) was more than double the increase in Negro population (6.6), there has been practically no difference in the percentage of increase in white and Negro school enrollment. In fact, most interestingly, the percentage of increase in seventh grade enrollment was identical for both races.
3. The percentage of increase in first grade enrollment has been far below that for all 12 grades -- 6 percent against 23 percent; it is to be observed, also, that there were fewer Negro children in first grade in 1960-61 than in 1950-51.
4. The migration pattern has definitely been toward the city with a 20 percent increase in enrollment in county units in contrast to a 31 percent increase in city units; and, if Charlotte were still a city unit, the percentage of increase in city unit enrollment would have been almost 3 times that in county units.
5. Both Negro and white students are moving to the city units.
6. The percentage of increase in high school enrollment is more than double the increase in the elementary school. There has been a 46 percent increase in the number of Negroes enrolling in high school.
7. More children are completing more grades than ten years ago.

### B. School Organization

1. Both elementary and high schools are getting larger.
2. The percent of high schools having 12 or more teachers has increased from 16 percent to 41 percent of all high schools.
3. During the last decade there has been a 62 percent increase in the number of high school graduates.
4. There has been an 85 percent increase in the number of high school graduates per school -- from 34 to 63.
5. There has been a 73 percent increase in the number of high schools having 100 or more graduates.
6. The percent of high school graduates continuing their education has increased by 7 percent.



7. There has been a 34 percent increase in the number of pupils transported to school with a 68 percent increase in the number of Negro children afforded bus service, although the "per pupil per year" costs of transportation have remained almost the same.
8. There has been an 82 percent increase in the percentage of children using school food services.

### C. Curriculum

1. Although we have had a 23 percent increase in total enrollment we have had a 33 percent increase in instructional personnel.
2. Our instructional personnel are better educated, with almost 96 percent holding the Class "A" or Class "G" Certificates.
3. There has been a 122 percent increase in the percentage of personnel paid from local funds with a 30 percent increase in the percentage paid from State funds.
4. There has been no significant change in the pupil-teacher ratio.
5. Special service personnel have increased substantially.
6. There has been a 103 percent increase in the circulation of library books.
7. Significant increases are observable in the number of schools offering and the number of students taking:
  - a. plane and solid geometry
  - b. trigonometry
  - c. advanced algebra
  - d. world history
  - e. geography
  - f. chemistry
  - g. Home Economics I
  - h. Industrial Arts
  - i. Typing I, Shorthand I, and Bookkeeping I
  - j. Foreign Languages
    - French
    - Latin
    - Spanish
8. Many new courses have come into being bearing labels "advanced" or "remedial".



#### D. School Finance

1. There has been an 88 percent increase in State Funds for current expense; a 139 percent increase in Local Funds for current expense; and a 12 percent decrease in Federal Funds for current expense.
2. Per pupil expenditures for current expense have risen from \$153 to \$228 representing a 48 percent increase.
3. State funds for salaries have increased 44 percent for teachers, 49 percent for principals, and 47 percent for superintendents.
4. The appraised value of school property has increased from \$282 million to \$756 million, representing a 167 percent increase.







## CHANGES IN SCHOOL POPULATION IN THE SIXTIES

By William W. Peek

Opinions differ among school administrators regarding the practical value of population and school enrollment projections. At one extreme, one finds an almost reverential awe which is prone to accept any array of figures interspersed with technical jargon as the ultimate reality. At the opposite extreme is the opinion that all efforts in this direction are statistical mumbo-jumbo, the incomprehensible reasoning of a mind deranged by too close scrutiny of the wrong kind of figures. Let me hasten to assure you that neither of these widely divergent points of view is even close to reality. If what I am going to say in the next few minutes is to have practical value, you must visualize real human beings living real lives in North Carolina, rather than becoming too concerned with the statistical abstractions which are used to symbolize these real people. Within such a framework, the projections become both practical and meaningful.

Population projections must be concerned with three major dimensions of change:

1. Changes in sheer size of population;
2. Changes in composition of the population;
3. Changes in geographical distribution of population.

### I. Changes in Size

Of these dimensions, changes in size of total population is probably the area of least pressing concern to the school administrator. In many ways, it is also the most difficult to project over a long period of time. The actual mathematical computation of increases or decreases expected is a relatively simple matter; it is accomplished by taking existing population, adding expected births, and subtracting expected deaths. The existing population figure is known, the annual death rate is a reasonably stable figure, so the major variable in the computation is the annual birth rate.

The birth rate in North Carolina, like that of the nation, is a controlled rate--controlled in the sense that the number of children born each year is far below the limits of biological possibility. The national birth rate in 1960 was 24 children per 1000 persons, but in colonial days it was 55 births per 1000 persons. The average number of children born per married couple was at one time slightly more than seven; today, the average is three children. These contrasts are vivid indications of the fact that birth rates are highly sensitive and responsive to changes in social and economic climate.

With this as a background, we can predict a population increase in North Carolina from 4,556,155 in 1960 to approximately 5,003,000 in 1970. This constitutes an increase of slightly less than 10% for the 10 years, as opposed to an increase of 12.2% between 1950 and 1960. To school administrators, however, this is the least important phase of the problem.

### II. Changes in Composition

Our second dimension of concern is that of changes in composition of the population. Here we can project with greater accuracy, since the variable of birth rate is not a limiting factor to the same degree in determining the number



of persons who will reach significant ages during the next several years. In projecting school enrollment, these significant ages range from approximately 5 years to approximately 11 years and from 13 years to 17 years.

Most of the children who were born in 1960 will survive to reach their 5th birthday in 1965 and their tenth birthday in 1970. Similarly, most children born in 1961 become five years old in 1966 and ten in 1971. Thus, to determine probable numbers within a given age group, it becomes necessary only to adjust for death rate (a relatively stable figure) and to project from an existing base. Using this type of procedure and 1960 as the base year, we can arrive at the following figures for North Carolina:

	1960	1965	1970
under 5 years -	526,466	517,000 (- 1.8%)	535,000 (+ 1.6%)
5 - 11 years -	706,218	699,000 (- 1.0%)	662,000 (- 6.3%)
12 - 17 years -	541,892	590,000 (+ 8.9%)	589,000 (+ 8.7%)
above 65 years-	312,167	344,000 (+10.2%)	378,000 (+21.1%)

Even the most casual inspection of these figures indicates some facts of particular significance to school administrators. The following conclusions appear justifiable:

1. High school enrollment (age group 12-17) will continue to rise at a rapid rate. I predict that the high school enrollment will likely exceed 335,000 by 1970, as compared with 266,000 in 1961.
2. Elementary school enrollment (age group 5-11) should be fairly stable during the coming decade, with a very small decline indicated for the middle years of the decade. I predict that the elementary enrollment will be approximately 865,000 in 1970, as compared with 857,000 in 1961.
3. The increase in the percentage of the population over 65 will continue and this may well become a source of increasing concern to school administrators. This plus 65 age group, like school age youth, has been favored in terms of publicly financed programs, and the tax bill has been paid by the age groups between. The decade ahead may find increasing competition between the young and the old for the tax dollar.
4. Negroes - From 1950 to 1960, the overall population increase in North Carolina was 12.2%. The 1950 census reported 1,047,353 Negroes, which increased to 1,116,021 by 1960 - an increase of only 6.6%; on the other hand, the white population increased from 3,014,576 to 3,440,134 during the same period - an increase of 14.1%, more than double the rate of increase for Negroes. A look at the make-up of the population group under five years of age indicates that this trend will continue and that significant stabilization of the Negro population will occur by 1970.

### III. Changes in Geographic Distribution

Our third dimension, changes in geographic distribution of population, is so complex that detailed coverage is not possible in the time available. Among the significant probabilities in this area are:

1. The trend toward urbanization will continue in North Carolina (40% urban in 1960 as compared to less than 34% in 1950). A similar trend is apparent in the shift from rural farm to rural non-farm population. A total of 1,221,050 North



Carolínians in 1960 had moved into their present place of residence during the preceding 15 months. Stated differently, this means that about one person in five changes his place of residence each year in North Carolina.

2. Thirty-nine of North Carolina's counties lost population between 1950 and 1960. Analysis of present birth-rates and population under five years indicates that many of these same counties will continue to lose population during the Sixties and that few, if any, of them will show appreciable gains during the period. Without exception, these counties are wholly or predominantly rural.

3. Twenty-two counties gained more than 10% in population between 1950 and 1960, and twelve of these counties gained more than 20%. All of the State's major urbanized areas are included in the group showing large population gains. Indications are that these areas will continue to grow in the decade ahead.

4. Population shifts are occurring within many counties - from rural areas to more urbanized areas and from "down-town" areas of the larger cities to fringe and suburban areas. These shifts in North Carolina are in the same pattern as that for the nation as a whole, and the trend is expected to continue.

North Carolina, then, is entering a decade that will bring additional population increase, but at a lower rate of increase than during the Fifties. This increase will not occur uniformly, but will result in further concentration of population in urbanized areas. The ratio of whites to Negroes will continue to increase, and a very significant up-surge will occur in the ratio of high school students to elementary students. There is no reason to foresee a decrease in population mobility, which poses a problem regarding unused school facilities in one area while other areas suffer from a lack of these same facilities.

All in all, I predict an interesting decade ahead for school administrators as they strive to stay abreast of the changing needs of our changing population. The inescapable conclusion is that adequate school planning for the decade ahead cannot be predicated on the past alone; inevitably, it must concern itself with an evaluation of the needs that will exist in 1970.







## ORGANIZATION DURING THE NEXT DECADE

By J. L. Pierce

In order to provide the kind of education demanded by parents and needed by children in the decade ahead, it will be necessary to continue to break with some of the traditional patterns of organization. Although a representative of the Institute of Government has said publicly that he does not see any evidence for us to anticipate any immediate change in our basic system of county government in North Carolina, there is, however, evidence that we can expect gradual if not radical changes in our system of school administrative units.

If our population continues to shift from rural to urban areas and if public interest in public education continues, we can expect changes in the organizational patterns of our schools during the next ten years. Many of these changes will evolve by necessity rather than by choice. If economic conditions continue to improve, however, and if increased financial support of public education is accelerated, some of the changes in organization will be less painful.

In addition to the factor of population increase or decrease, including shifting of population, many other factors will influence school organization.

- Public desire and demand for adequate education for all children, particularly those not planning to attend college, will require changes at all levels of operation.
- Increased emphasis on special education, especially for the atypical child, will encourage joint planning among several units.
- More emphasis on community planning, control of land use, area zoning, urban redevelopment and rehabilitation and changes and improvements in our highway system will require radical changes and adjustments in school organization.
- Increased emphasis on adult education can result in changes in organization and in facilities.
- Increased holding power of the schools, particularly the high school, will influence organizational patterns in many sections of the State.



- A demand for long-range planning for all public and governmental functions will affect and influence all aspects of school planning.
- Increased emphasis on area planning, embracing more than one school district or county will encourage changes in present administrative unit alignments.
- Recognition of the need for special services for school children, including psychological, psychiatric, and health services, will force smaller units to cooperate in providing these services.
- Recognition of the need for use of school buildings for more than the traditional 36-week period and six-hour day will influence both school organization and construction.
- The desire for adult, specialized vocational, and other post high school opportunities in every area of the State, including regional community colleges, could very well result in major changes affecting our secondary schools.
- Integration will continue to be a major concern in all aspects of school planning, but will have direct influence on organization and the construction of facilities.

In view of the above factors, some predictions concerning school organization seem defensible. First, there are reasons to believe that we shall see a marked decrease in the number of school administrative units, if not in basic aspects, at least for certain special areas. To provide for an efficient and effective school system, it will be necessary that each administrative unit be constructed on a base broad enough to provide adequate administration, adequate financial support, and efficient utilization of staff and facilities. In many cases, this will be effected by elimination of the small units, most often within a county; but in some instances, by combining two or more county units. There is ample precedent for this in the areas of public health, library services, economic and industrial development, airport development and drainage districts. Where such is effected there will be problems to overcome, but economics and the demand for improved schools will force us to find answers to these problems.



Even when they remain separate, we can expect two or more units to work cooperatively to provide programs and services that one unit, because of size or economic conditions, cannot provide alone. There is much of this type of joint operation in effect today, and we can expect much more during the decade ahead. The Industrial Education Centers are an example of this. Today, in almost every administrative unit we find children attending schools from another unit and, likewise, children going outside to attend a school in another unit.

Some of the programs that will be required in the decade ahead may be provided jointly by two or more units, or in some cases the programs may be organized and operated by the State on an area basis. Some of these are:

- Vocational training of a specialized nature - such as the area vocational education centers - will be provided for several counties or even a major segment of the State.
- Community colleges - for both post high school and adult education can be expected to serve the people within a reasonable commuting distance, and will serve several school administrative units. Some of these may be housed in public school facilities.
- Special education programs - especially for the atypical child - will be of such a specialized nature that few units can be expected to provide the service for only the one system.
- Summer schools, with air-conditioned facilities, may serve students from two or more units.
- To provide closed circuit television programs, it will probably be necessary for several units to combine forces.
- Special services requiring highly specialized personnel - Psychological, psychiatric, health and other such services will be so costly that smaller units will be forced to join with their neighbors to provide them.
- Special instructional services, such as films, teaching machines, laboratories, and special library services, will increase in importance and will be provided on a broad area basis.

Second, we may expect a continuation of the changes already occurring in the organizational patterns of individual school systems. This may be expected to vary



from area to area, depending on the factors influencing each situation. In the highly urbanized areas of rapid growth, we may expect to see continued growth of the 6-3-3 pattern of organization, with more emphasis on the junior high school. In some areas of high congestion, we might also expect to see neighborhood elementary schools of even less than six grades, in many cases for only grades 1-3. Many apartment districts, to be developed in our largest cities, may provide for the elementary children within the apartment complex.

In urban areas where there is not an established junior or senior college, we might expect to see a 6-4-4 organization, with first and second year of college work being offered in conjunction with the last two years of high school.

This pattern might also develop in some of our small towns that serve a rather thickly populated rural area of limited size. Another pattern that might well develop in the small towns and rural areas is the 6-6 pattern, with elementary schools for grades 1-6 and one or more secondary schools serving grades 7-12. This could be the basic pattern in the areas of declining population, particularly in the agricultural sections.

It is also possible that another pattern of organization, 9-5, might develop in some of the rural areas where there is not an established junior or senior college within commuting distance. If this pattern should develop, it will probably be in an area where there are a number of small towns serving a limited rural area.

Third, at the present time there are no public kindergartens; however, it is conceivable that within the next decade we shall see a demand for this type of program in the public schools of our cities. This will come slowly and probably not at all in the rural areas, but we can expect this additional program, if not now, at least within the foreseeable future.



Fourth, because of geographic and other factors, we may expect to operate a sizeable number of relatively small high schools for the next ten years and more. Although we can expect to see a continuation of the trend during the past twenty years to consolidate small high schools, because of the limits as to distances, we can expect to transport children satisfactorily; and we will continue to operate high schools with less than 300 pupils and perhaps a few in the 100-150 pupil range. To operate such schools satisfactorily, we must devise administrative and other procedures whereby an adequate instructional program can be offered. Perhaps one means of accomplishing this end will be the allotment of extra teachers under specified conditions.

Fifth, another development that we might possibly see during the next decade is an arrangement for the education of children in isolated areas that is quite different from that which is now provided. Where only two or three children live ten to fifteen miles from the nearest neighbor in an isolated area, it is possible that we shall recognize that it is economically and otherwise feasible and practical not to run a bus that distance twice a day, but rather to provide means by which the children might live at or near a school. It is conceivable that housing might be provided either in a dormitory or in private homes. At present we are providing in such a manner for a limited number of Negro high school pupils in the western area of the State.

Sixth, in order to meet the educational demands of society in the most economical manner, we can expect our high schools generally to increase in average size. Under our present system of public school financing, we can expect the majority of our rural school systems to develop high schools of 500 to 1200 enrollment; and the larger urban units, to develop high schools of 750 to 1500 enrollments. A few of our large urban areas, because of the economics of the situation, will develop larger high schools of up to 2,000 enrollment.



Seventh, because of educational advantages, we may expect to see the great majority of our elementary schools fall in the range of 12 to 18-teacher schools. A major controlling factor in the future size of the elementary school will be the State allotment policy with regard to principals, librarians and other special personnel. Many areas will continue to provide extra teachers from local funds in order to keep the size of the elementary school below 20 teachers. We also can expect to see additional administrative units, including rural systems, voting supplementary taxes in order to provide the extra personnel necessary to provide quality programs in this range of elementary school size.

In some of our rural areas where the population continues to decline, we will see elementary schools continued so long as they have a teacher per grade; but when they drop below this point, the public will insist on consolidation. Already, we see interest in some areas in the development of one elementary school to replace four, five, and even six small schools of four to seven teachers. The people are becoming as much concerned about the very small elementary school as they are about the small high school. Perhaps we have "over-sold" the public on the disadvantages of combination grades. Actually, the major problem in connection with the small school, either elementary or high school, is the increasing difficulty in securing competent teachers and principals.

Developments associated with integration will continue to affect the entire situation, but the major result during the next ten years will be an increasing number of small community elementary schools in our urban areas. The size and organization will depend upon local conditions. It is doubtful that this factor will have much, if any, influence in predominantly rural areas.

May I summarize my thoughts in terms of what organizational changes I see taking place in urban areas, and what I see in the decade ahead for the strictly rural areas.



In the urban areas, I see continued emphasis on the junior high school, the community elementary school, large high schools, increased summer school programs, additional special services and programs, particularly for the atypical child, and an accelerated interest in adult education, vocational education, and community colleges; and possibly kindergartens.

In the strictly rural areas, I see major changes in basic organization, including both consolidation of units and schools. In most instances consolidation will involve the secondary schools, but in some instances the small elementary schools will be involved. We expect to see several units planning jointly for many services and programs that the public will demand, including special education, vocational education, programs for exceptionally talented, special supervision, maintenance, closed circuit television, health and evaluative services. We definitely see six-year secondary schools in rural areas in order that we might have an adequate faculty to provide the program of instruction demanded.

Consolidation of units will affect both rural and urban units.

The present pattern of administrative organization will survive only to the extent that it can provide a quality of education satisfactory to the people. If local leadership, educational and political, does not utilize effectively existing administrative organization to provide a high quality of education, the people will demand that the State either provide the desired program in whole or in part; or require that the State take the initiative in reorganizing the schools for more effective and more economical operation.







## CURRICULUM

By Nile F. Hunt

The perplexing question as to what shall the schools teach is still before us; and now it is surrounded by the myriad and changing phenomena of present-day society. It is no longer possible to determine what the man should know, and then proceed to teach that to the child. The accelerated pace of change does not permit a definitive prescription; we are charged with educating now and in the immediate future children and youth who will live in the 21st century. If the decade of the fifties holds any lesson for us, it is that the future is indeed unknown, that education in the future must reckon with rapid and perhaps radical change in human affairs.

Curriculum planners cannot disregard the evidences and symptoms of social and cultural stirrings at home and around the world. The population is transient, with urbanization advancing; the number of people to be "schooled" is increasing; the sum-total of knowledge to be imparted is compounding; the per capita consumption of formal education is growing; science and technology have outdistanced social, cultural, and moral advancement; nationalism is flourishing in hitherto under-developed regions of the globe; minority groups are becoming increasingly assertive; transportation and communication have transcended natural boundaries of long standing; modes of living and means of making a living change virtually overnight; and, circumscribing all these is a new dimension of national security which now embraces the concept of survival because mankind faces the sobering fact that by design or miscalculation, half the world can be obliterated in minutes.

All these social and cultural phenomena touch the individuals comprising the student bodies of our schools. The curriculum falls like a blanket over all of them. That this shall continue as an abiding guiding principle is to keep faith with our American heritage; to depart from this basic belief is to ignore the accomplishments of an educational system unprecedented in history.



### Curriculum Defined

The term curriculum needs some clarification and agreement by all who are involved in school program planning. As a concept, it is susceptible to a narrow connotation; it is likely also to become veiled in vague abstraction rather than viewed as a tangible, dynamic entity.

Curriculum has been defined as to include all experiences pupils have under the direction of the school. A variation of this is that "a curriculum is what a teacher uses when he teaches children." Perhaps a combination of these two affords the best understanding of the term. Thus it becomes more than courses; more than activities.

Herbert Spencer's classic question "What knowledge is of most worth?" must now be augmented with questions as to what objectives, what purposes, what changes, and what media and materials -- all related to specific groups, at a specific time and in a particular set of social circumstances. It is a matter of what shall we teach, what shall we teach for, and what shall we teach with.

### Curriculum Determinants

Why does curriculum change? Why are subjects of study added, deleted or altered? Why do different societies perceive of education in different ways? The answers to these questions are to be found in an understanding as to the persons and forces which influence curriculum.

Just as trees along the sea coast are shaped by prevailing winds, certain forces shape the curriculum. The forces change, however, and consequently so does the curriculum. Essentially there are four factors which determine curriculum. These are:

1. The needs and demands of society upon the individual and upon the school at a particular time in history -- the immediate present;
2. The needs, interests, and aspirations of the individual or group of individuals at a particular stage of maturity;
3. The heritage of values and institutions the society wants to perpetuate; and



4. Preserved and categorized knowledge adjudged to be essential and desirable; in other words, the several disciplines or subject areas.

These four bases or determinants of curriculum are inter-related and mutually reinforce each other. Numbers 3 and 4, the heritage of values and institutions and the disciplines or subject areas, are fairly stable. Changes occur slowly and then the changes are largely internal. Numbers 1 and 2, the needs and demands of society and the needs, interests and aspirations of pupils, are in a reciprocating relationship. During periods of social stability, concern for the intellectual, psychological and social welfare of the individual permeates curriculum planning and educational activities. On the other hand, in periods of rapid social change, which is accompanied by stress and anxiety, the pendulum of emphasis shifts to the needs and demands of society. These two are not always in harmony; in fact they even may be in conflict. We are now in a period of stress; hence the many and diverse pressures on the school curriculum.

Many voices are being heard, offering suggestions and prescribing remedies. The recommendations are as diverse as the sources whence they come. They have one element in common: namely, they recommend what they think the needs of society are at the moment. A defensive stand by educators is unworthy and untenable; the need is for an offensive attack on curriculum planning, involving all interested agencies and groups. The launching point for such attack is a clear delineation of the role and function of each participant. Only in this way can we maintain a proper sense of direction and an undistorted perspective as we seek the curriculum that is needed.

A curriculum is needed which will equip children and youth to live in a society that does not now exist. The ability to adapt is not sufficient. The curriculum pointing to the future will emphasize goals -- personal, community, and national; will give priority to the ability and inclination to think critically; will provide the tools and skills for analysis, for problem solving, for expression and for understanding; will emphasize the structure, nature and significance of the disciplines,



rather than treat them as embalmed facts or activities for pantomime; and, the curriculum pointing to the future will place the accent upon learning and instill an enthusiasm for learning.

With these comments on curriculum in mind, let us turn to some specifics relating to the decade ahead.

1. Basic skills will receive emphasis throughout elementary and secondary education; these are the communicative skills, the computational and reasoning skills and the citizenship skills.
2. General education, as opposed to specialized education, will increase. It will be predominant in elementary schools, a major emphasis of junior high schools, and be strengthened in high schools. (More and more colleges are devoting the two first years to general education; this is notable especially in view of the trend toward specialization in some junior high schools.)
3. Content of subject areas will be organized for scope and sequence, providing for differentiated levels of pursuit.
4. Grades seven and eight will be strengthened in content; they will cease to be review or exploratory.
5. The secondary curriculum will be cleaned-up; fringe courses of marginal and doubtful value will be eliminated.
6. The social sciences and the behavioral sciences will come into their proper places; these control our destiny more directly than do the other sciences.
7. Broad vocational competencies will supplant education for specific vocations. The secondary school will have little if any basis for fostering narrow, specific vocational preparation.
8. Content in basic subject areas - English, mathematics, science, social studies and languages - will be broadened, systematically organized, and provide for more "advanced" courses.
9. The secondary school curriculum will contain three types of courses: required general education courses; controlled elective courses; and, free elective courses.
10. A corollary to the last mentioned, counseling will become more common and more professional -- based upon knowledge of the individual, the needs of society, and the nature of the subject areas; indiscriminate and uninformed counseling cannot do the job.
11. More elementary school programs will include kindergartens.
12. Summer school programs at all levels will become a common practice.



13. Secondary schools will enter upon extensive adult general education programs - not merely deliberate re-education; not education for employment as a short-range objective - but continuing education in the liberal arts and sciences.
14. Co-curricular activities will be re-assessed and given status; these will be restricted to (1) those which relate to specific school functions, and (2) those for which the value gained compensates for the time taken from the class, the school day, month and year.
15. Learning will be the focus for all schools. Teachers will work "on the edge of discovery" - this means freeing the learners to learn; this means individualizing education; this means more "directing" and less "teaching"; this requires more resource material and the use of newer media, such as television, programmed material, tapes and films.

"Liberal" education will be the goal; the connotation of liberal being that which is plentiful and that which liberates.







## THE DECADE BEFORE US IN SCHOOL FINANCE

By A. C. Davis

I do not profess to be a prophet and am sure that you do not expect me to tell you today how adequately the schools will be financed and in what amounts during the next decade.

However, the events of the past and the circumstances of the present give us some indication of what to expect and prepare for in the future. We as individuals and as a State cannot afford everything that we desire and, in some cases, need. We must make choices based on our resources, desires, and understanding of our needs.

We in North Carolina will finance our schools in the decade before us in direct proportion to how well we are informed about and understand the school program, the plans for improvement, and the needs for additional financing. We must increase our efforts to stimulate the desire on the part of all the citizens of the State for continued improvement in education. We usually find a means of providing those things that we desire most.

The amount of effort necessary to accomplish this improvement can be weighed against the efforts put forth in past years compared with the improvements made in those years. A far better job must be done in the future in interpreting the schools to the people if the rate of improvement in financing schools in the next decade is to be accelerated above the past decade.

In the years ahead, county commissioners and others responsible for influencing and making decisions on local school budgets should be better informed about the school program and needs. They should be provided with adequate information for understanding the cost of the total school program and how these costs are to be financed. This information is necessary if wise decisions are to be made as to utilization of local resources. It is the responsibility of school administrative officials to supply and interpret this information.



Good schools cost more money per pupil than poor and inadequate schools. However, per pupil cost does not necessarily reflect the degree of quality in the educational program. For example, we transport pupils in North Carolina at an average cost of \$17.30 per year or at less than half of the national average cost of \$38.50 per pupil, yet our transportation system is recognized as being outstanding in the nation. The per pupil cost considered along with known facts about the school program and community give a good indication of how adequately the schools are being financed. Per pupil cost is used extensively as one factor in comparing schools.

We have made continued gradual improvement over the years in providing funds for public schools. Substantial improvement was made in State appropriations for the current biennium. However, dollarwise our financial improvement per pupil for current expense has not kept pace with the improvement made in the national average.

Our estimated per pupil expenditure for 1961-62 is \$263.60 as compared with \$142 in 1949-50. This represents an average annual increase of \$12.16 for this 12-year period. The estimated national average expenditure per pupil for 1961-62 is \$414 as compared with \$208.83 in 1949-50. This represents an average annual increase of \$17.09. Of our total increase of \$121.60 during this period, \$35.56 or 29.2% occurred in one year, between 1960-61 and 1961-62. Expenditures per pupil from State and local funds have each approximately doubled during this time (State \$106.56 to \$210.60 - Local \$20.33 to \$43). Per pupil expenditures from Federal funds within the State have declined from \$15.11 to \$10.

If we assume that gradual improvements in school finances will continue to be made at a level consistent with the period from 1954 to 1961, our per pupil expenditures for current expenses would approximate \$353 by 1969-70 or total \$389 million from all sources: State, Federal, and Local. These figures represent a 28.3% increase in per pupil expenditure and 38.9% increase in total expenditure as compared with the estimates for 1961-62.



If our improvement in providing funds for the schools during this 8-year period does not exceed this level, we will in 1969-70 still be far below the national average expenditure per pupil. Based on past experience, I would predict that the national average expenditure per pupil for current expense will reach \$535 by 1969-70. If we are to equal the national average by that time, our pupil cost will increase above the 1961-62 level by 103% and the total cost will increase by 132.8% to \$643 million for that year.

I do not expect a drastic change in the method of financing schools in the decade before us. The State will continue to provide, with increasing State appropriations, a minimum uniform program of education. State appropriations accounted for 76.9% of the per pupil expenditure for current expense in 1960-61 as compared with 82.1% in 1939-40 when the total dollar volume of expenditures was much lower. With the substantial increase in State appropriations for 1961-62, it is estimated that the percentage of expenditures from State funds has increased to 79.9% of the total.

There is a wide variation between the counties of the State in the amount of local funds provided for schools in relation to the financial ability of the counties. This matter has been pointed up by every study of our school system. More local funds should be provided to supplement the minimum program financed by State Funds. I believe we will see substantial improvement in this source of school finance in the years ahead.

Although per capita expenditures from Federal funds have decreased between 1949-50 and 1961-62, I am of the opinion that we will see a material increase in Federal grants for public schools within the next few years. On the basis of current trends, I also expect these grants to be specific in nature and not in the form of general aid to education.







## CHARACTERISTICS OF A GOOD SCHOOL

NOTE: THE FOLLOWING PAPERS ON CHARACTERISTICS OF A GOOD SCHOOL WERE PRESENTED BY STAFF MEMBERS OF THE DIVISION OF INSTRUCTIONAL SERVICES. THE TOPIC "CHARACTERISTICS OF A GOOD SCHOOL", WAS SELECTED BECAUSE IT SEEMED TO BE TIME-LY AND APPROPRIATE. THE TIME ALLOTTED ON THE PROGRAM WAS QUITE LIMITED, THEREFORE DELIMITATION WAS IMPERATIVE. THE STAFF ELECTED TO EMPHASIZE THE TWO AREAS OF CURRICULUM AND INSTRUCTION AND ORGANIZATION FOR INSTRUCTION.

THE PRESENTATIONS ARE BRIEF AND THE READER SHOULD BEAR IN MIND THAT THE SETTING WAS A ONE-HOUR PROGRAM WITHIN THE OVER-ALL CONFERENCE. THE TWO SELECTED AREAS ARE TREATED IN SUMMARY FASHION AND NOT IN DEPTH; AND, MOST ASSUREDLY, THE COMMENTS WHICH ARE MADE SHOULD NOT BE CONSTRUED AS A COMPREHENSIVE OVER-VIEW OF THE CHARACTERISTICS OF A GOOD SCHOOL.

### INTRODUCTORY COMMENTS

By: Nile F. Hunt

A discussion of the good school - elementary, junior high or high - could be quite lengthy and still not be inclusive. Time dictates that limitations and boundaries be drawn this morning.

Essentially, we propose to touch briefly upon only two aspects of the good school: curriculum and instruction and organization for instruction. We shall do this for each of the three types of schools.

By way of preface, however, there are certain characteristics of any good school.

1. A good school has a definite statement of philosophy, outlining the function and responsibility of the particular school. This is essential to an orderly sense of direction and purpose; and it is a basis for evaluating accomplishment. Without a statement of function and responsibility, established goals and objectives, the accomplishments of any school remain unknown.
2. A good school maintains free and clear channels of inter-communication, internally and with the community it serves. Such intercommunication is the essential lubricant for smooth, effective operation. Without this lubricant, break downs are inevitable.
3. Learning is the primary concern of any school; the facilities, the materials, the staff, and the money expended serve this one purpose.
4. A good school is staffed with competent, dedicated personnel. Staff members are assigned in their respective areas of preparation and qualification.
5. The good school discharges its own full responsibility to pupils; the total program, grades 1-12, is known and the unity and sequence is reinforced.
6. The good school is under the direction of a principal, possessing the essential attributes of a leader. The principal's leadership, his knowledge of curriculum and instruction, his sensitivity to the needs and characteristics of pupils, and his stature as an educator are reflected in the school program and operation.
7. The good school constantly seeks to become a better school. The staff engages in systematic and continuous professional study for improvement; the total program is always being objectively evaluated and appropriate modifications are made as such evaluations warrant or dictate.







A GOOD ELEMENTARY SCHOOL  
CURRICULUM AND INSTRUCTION

By Madeline Tripp

The purposes of a good school give direction to the school's program. All who are involved work cooperatively in formulating the purposes, since active participation is an essential part of planning.

The purposes of a good school are clearly stated in terms of immediate needs and long-range objectives. They reflect philosophy, are flexible, are acceptable, and are attainable.

Perhaps the unique feature of the elementary school is that practically everyone attends this school and at an age when experiences and learnings make a greater difference than at any other time in their lives. The importance of what is taught and learned in the elementary school, therefore, cannot be over-emphasized.

A good school program is designed to meet the needs of every learner. The instructional program is based upon sound principles of effective teaching and learning. The teacher is familiar with those factors which create the best learning situations as discovered through experimentation and research. The teacher is also familiar with each pupil and his individual needs. By combining knowledge of the principles of teaching with understanding of the learner, the teacher is able to effect those changes in the pupils which lead to desired goals. Pupils are given opportunities to learn in accordance with their level of maturity.

Any good elementary school is concerned with growth in the skills of reading, writing, speaking, listening, observing, discovering, and creating.

In the primary grades, the major responsibility of the school is to be concerned with the language arts. Pupils are helped to learn to read well through a developmental program where skills are taught in sequential order, to write legibly, to speak clearly, to communicate ideas and to listen attentively.



In the middle and upper grades, developmental reading is continued as a basic skill and the language arts program is correlated and integrated with the content subjects.

Opportunities are provided for a systematic look into arithmetic, the social studies, science, music, literature and art. Through these media, understandings are built about man's environment and the variety of reactions to this environment. An awareness of the vast amount of information available is established through the use of materials and resources, such as basal and supplementary books, libraries, maps, globes, films, records, etc. The human and natural resources of the community are also used extensively to vitalize the instructional program.

Consideration is given to the physical and emotional, as well as the intellectual development of each child.

The good school provides for the development of special capacities and talents.

Skills are built in critical thinking through experiences in gathering information and drawing conclusions on the basis of this information. Opportunities are provided for problem solving experiences rather than a "teacher telling" situation. Creative activities are encouraged, motivated and appreciated.

Individual differences are recognized and provided for through individual and group instruction, a variety of books and materials, through differences in assignments and expectations. Every individual is unique. The learning process for each pupil, therefore, receives individual consideration. The teacher has an understanding of the pupil which makes it possible to adjust the learning program to meet his particular needs. Because each learner progresses according to his own pattern of development, the good school provides a program of experiences which make possible the continuous growth of each individual from one maturity level to another.

The good school provides opportunities for pupils to learn to work cooperatively with others. It provides work experiences in addition to training in the skills. Group experiences develop an understanding of good citizenship and the



rights of others. Pupils are given an opportunity to put learnings into practice.

All subject areas in the curriculum are provided for and balance in time is maintained so that no subject is omitted and no subject is overemphasized.

Teachers at each grade level know and understand the scope and sequence of skills, understandings, and concepts that can be reasonably expected.

The program and methods of instruction of the school are determined after careful consideration has been given to the needs of the pupils and community to be served. The classroom climate that the teacher creates has a tremendous effect upon development and learning. The instructional materials available in the classroom continue to be a major consideration in the learning process. Much time is devoted to the selection and use of supplementary books and other materials, such as maps, globes, films, records, other music materials, art materials, science equipment, arithmetic materials, physical education equipment, and appropriate materials for health and safety education.

An important part of the program of a good school is continuous evaluation of progress, so that successful activities and techniques may be continued and extended and unsuccessful ones may be eliminated. Children are motivated in their learning by a knowledge of their progress. Success is a powerful stimulus to continued efforts; therefore, the good school provides opportunities for every child to succeed in some activity every day.

The practices and program of a good school are consistent with its goals and objectives. They are concerned with wholesome living and are designed to make the school an integral part of the community it serves. Means are provided for evaluating practices and the curriculum of a school, for determining adherence to principles of good teaching and learning, for determining the adequacy of the program and for evaluating the instructional materials.







## ORGANIZATION

By Marie Haigwood

The organization is the framework of a good elementary school. It reflects the school philosophy, goals and community needs. It is designed to serve the instructional program. It seems that there is a logical sequence of steps leading to organization: (1) establish goals; (2) plan activities to serve goals; (3) shape activities into an instructional program; and (4) create an organizational plan to carry out the program.

Organization, then, is a direct outgrowth of goals and program and takes place after goals have been defined and the instructional program has been planned. Organization does not determine activities; it is determined by activities. Organization does not set up a school program; it is set up to serve a school program. Organization is not a fixed static structure; it is a flexible dynamic structure.

The focal point of good elementary school organization is the child - each child working at the level of his own potential.

School organization cannot in itself achieve the education of children, but it is indispensable for facilitating a good educational program. It is effective to the degree that it provides the framework within which accepted educational goals can be achieved - a framework which is geared to children, not to administrative convenience at the expense of children.

Each elementary school determines, within the range of limitations and opportunities in the local situation, how it can best organize its school. In most instances, this means working within the structure of an ongoing school program -- not just suddenly creating something new. It means appraising the current school organization and determining the nature and extent of changes needed. Obviously the goals, program and organization for a given school are influenced by the composition of the school staff, the physical plant, pupil-



teacher ratio, levels of financial support, and the needs peculiar to the community.

The form that the organization takes is effective to the degree that it is compatible with the educational beliefs of the school staff. It is a mistake to take over some "package plan". A school that "adopts" any organizational plan without first carefully examining its own philosophy and goals may find that it has done no more than trade names or labels. School leaders need to resist the temptation to look upon a "new" plan as a summit to be attained. A good elementary school tailor-makes an organization to meet the needs of the children in the community. The cooperatively developed organizational plan is the best that can be achieved at this point, but is not regarded as the answer for all time and thus has built-in flexibility that makes change relatively easy.

There is no one best pattern of elementary school organization. The best pattern is that which most efficiently serves the functions of the school. The organizational structure that serves an instructional program described as "sitting-and-listening-and-reading-and-memorizing-and-reciting" is entirely different from the organizational design that serves a program characterized by "problem solving-critical thinking-creativity-pupil teacher planning-purposeful activities".

The function of a good elementary school is learner centered - designed to help boys and girls in the great venture of continuous learning - to motivate and challenge them to want to learn. The emphasis is on the individual.

The focus in setting up the plan of organization is on learners, curriculum, and teachers. Consideration is given to differences in and among pupils, strengths of teachers, and correlation of subjects in providing the organization conducive to good instruction.

The long standing over-all organizational design in the elementary school is a teacher-per-class-per-grade. The self-contained classroom is the most



widely used pattern of organization. In elementary schools with grades 7 and 8, the classes at these levels may be completely self-contained; or pupils may be placed with one teacher for a major portion of the day for basic learnings, with special teachers for special subjects for a minor part of the day; or it may be that a transition will be made to two or three large blocks of time for inter-related subjects, with teachers assigned to teach subjects in the area of their preparation. In any variation or modification of the self-contained classroom organization in grades 7 and 8, every effort is made to keep the program learner centered. Pupils at these levels need attention to individual differences, too.

Beyond this initial organization on the building basis comes the vital organization within the classroom to meet the range of abilities, achievements and interests. The beliefs basic to this organization are as follows:

1. The learner is the major concern of teachers.
2. The climate in self-contained classrooms encourages, stimulates and guides boys and girls according to their individual abilities, achievements, interests and needs.
3. The child has many opportunities to identify with a group and develop varied and close relationships with other children.
4. Classroom experiences are organized to promote interrelatedness of subject matter.
5. Group and individual instruction within the classroom provides for individual differences.
6. Special teachers serve as supportive personnel to the classroom teacher.
7. A wide variety of facilities, equipment and materials is necessary to make the classroom a learning laboratory. A good library is a prerequisite.

The size of the class group is an important factor in this organization.

Methods, classroom climate, and types of activities included in the instructional program are adversely affected when classes are too large. The smaller class group gives greater opportunity to meet individual differences, to give individual attention, and to provide a wide variety of experiences in the classroom. Many expectations with respect to objectives of the program are directly related to the class size.



The teacher is the heart of any school organization. Organizational design is neither a substitute for good teaching nor a panacea for poor teaching; but good organization can make it possible for good teachers to be more effective, and poor organization can reduce the effectiveness of the best teachers.

In any discussion of organization, scheduling has an important place. The master schedule for the entire school is cooperatively developed to facilitate the use of services and facilities and to provide balance in the school day. The classroom schedules provide for basic learnings, a variety of activities, correlation of related subjects, flexibility and balance in the curriculum. The six-hour school day is protected from interruptions that encroach upon instruction.

There are some administrative implications to be considered in the organization of the school if it is to implement the instructional program effectively. Materials, equipment and supplies are organized in such a manner that they are accessible to all the staff. Cumulative records of pupils are kept up-to-date and are used to help guide pupils. Reports and conferences are used to communicate with parents.

In a good elementary school, organization serves the teaching-learning process. The accent is on learning.

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A GOOD JUNIOR HIGH SCHOOL  
CURRICULUM AND INSTRUCTION

By Homer A. Lassiter

Functions. It has been pointed out that philosophy, goals and objectives of a good school at any level determine curriculum, teaching procedures, materials used, organization and administration, and evaluation. The fundamental ways in which the school operates to achieve its objectives are usually stated in terms of functions.

Statements of functions of the elementary school and the senior high school, while recognizing many of the needs and characteristics of the 12-15 year age group, do not take into account some of the unique needs and growth characteristics of this group. The junior high school has as its express purpose the meeting of these needs.

Some widely recognized and well defined functions of the junior high school are:

Function #1. To provide the unique social, emotional and physical needs of the age group being served.

Junior high school pupils have great need to belong, to be liked, to be accepted, to be needed, to be wanted. Too, they have great need for continuous achievement and accomplishment. Severe social maladjustments may result unless the social and emotional stability of the pupil can be maintained through an understanding of the process of maturation; through a properly conceived environment for physical awareness; and through activities which enable him to meet these problems.

There are certain health and physical needs which confront junior high school pupils, such as: loss of muscular control, rapid growth and dramatic physical changes, earlier maturation of girls compared to boys, and increasing awareness of their bodies and the anxiety about what is happening to their bodies during the pre-adolescent growth spurt.



The recognition of these physical needs demands health instruction, health services, guidance services, and physical education. Physical education classes are under the direction of certified teachers (boys with men teachers and girls with women teachers).

Function #2. To emphasize the intellectual growth of young adolescents with particular stress upon continuing improvement in the fundamental skills.

Helping young people grow intellectually involves the development of such abilities and skills as critical thinking, perceiving relationships, organizing, evaluating information, and solving problems. Intellectual growth is facilitated by helping pupils develop attitudes of respect for achievement, curiosity, and desire for continuing intellectual growth.

In addition, there are fundamental skills or tools of learning for which the junior high school assumes continuing responsibility. These are the skills of communication, computation and study. Equally important are skills in human relations.

Function #3. To provide for the continuation and expansion of the general education program.

Although some opportunity is provided for students to choose electives, the function of the junior high school program is to continue and expand the general education begun in the elementary school.

Function #4. To provide experiences that will assist the early adolescent in making the transition from childhood dependence to adult independence.

At this age, pupils desire independence from adults and yet they constantly seek security which many times makes adult control necessary. This transition is encouraged through pupil participation in planning, experiences in self-discipline, sharing responsibilities, and other student activities. Pupils are guided in making mature decisions and helped to learn that when they participate in making decisions they must accept the consequences of their decisions.

Function #5. To provide a program of guidance services adapted to the needs of early adolescents.



These pupils need assistance in making intelligent decisions regarding their educational program, and the world of work. They also need assistance in making satisfactory mental, emotional and social adjustments in their growth toward wholesome, well-adjusted personalities.

Function #6. To provide broad exploratory experiences.

Exploration extends throughout the curriculum and into all extra-class activities. Wherever pupils participate in a learning situation, there are opportunities for exploration. Through exploration each individual may be challenged.

Function #7. To provide for articulation with the elementary and senior high schools.

This is a function of the total school, grades 1-12, and calls for a close working relationship between the three schools. Unless this is the case, the establishment of the junior high school may create two breaks in a child's school experience in place of one. Continuity in each area of the curriculum is an example of the need for cooperative planning by the elementary, the junior high school, and the senior high school.

The junior high school provides the type of program organization and gradually changing experiences which help pupils in making the transition from the self-contained classroom with one teacher to the more highly specialized senior high school with many teachers, from a pattern of general education to a program of increasingly specialized subject matter, from the neighborhood school to the community school.

Curriculum. General education is a major function of the curriculum of the junior high school. Since general education is that part of the instructional program in which common learning experiences are provided for all students, it is required of all students. General education has as its primary purpose the development of the communication skills (reading, writing, speaking, listening), computation skills and citizenship. Reading is so basic to learning that it is absolutely



necessary to continue to emphasize developmental reading throughout the junior high school. Opportunity is provided in the ninth grade for students to choose electives.

Instruction. Motivation is the key factor in the teaching-learning process; therefore, it is a major responsibility of the teacher. Each teacher creates a demand for some type of response from each pupil. The question is, what type of response does the teacher create a demand for?

Differentiation of assignments, materials and requirements is essential to meeting individual needs and differences. This requires that teachers have thorough information about each student and know what instructional materials are available. Such materials must be readily accessible if students and teachers are to use them effectively in the teaching-learning process.

Fitting instruction to individual students requires the use of flexible methods of teaching. A variety of learning activities enables the student to find one or more suited to his individual abilities, needs, and interests.

A second means of achieving flexibility in teaching methods is for the teacher to prepare plans which are flexible in nature. Such plans can be more easily adapted to the needs and interests of students.

A third type of flexibility in methods is the use of a variety of materials of different levels of difficulty.

In a good junior high school, curriculum and instruction are designed to meet the unique needs of the 12-15 year age group.



## ORGANIZATION

By Howard E. Reinhardt

Because of the relative newness of the junior high school program, there is no general agreement even among so-called experts concerning the one best organizational pattern for the junior high school. Certain practices, however, appear to be more effective in achieving the desired goals.

The junior high school in North Carolina and elsewhere is an educational program which is designed particularly to meet the needs, the interests, and the abilities of boys and girls during their early adolescence. This organization embraces grades 7, 8 and 9 or grades 8 and 9. It is on a separate school site and is in facilities specifically designed to serve the instructional program of the junior high school.

The good junior high school is sufficiently large that it can economically provide the services of special personnel for an expanded and enriched instructional program and essential supporting services. It will also provide the necessary physical facilities for these services. On the other hand, it is not so large that these special areas are taxed to accommodate the intended program, or that teachers and pupils do not know each other intimately as individuals.

The nature of the schedule in a junior high school is determined primarily by the type of educational program which the faculty intends to provide. Special attention to scheduling is essential if the functions of the junior high school are to be most satisfactorily achieved.

It is certainly wise to avoid having pupils who have been taught by one teacher in the elementary school placed abruptly under six or more teachers in the seventh grade. The effective school organization moves the student gradually from the non-departmentalized schedule of the elementary school to the departmentalized organization of the senior high school. Better articulation and instruction are achieved by scheduling seventh grade students to spend a greater part of the school day with



one teacher in a self-contained classroom situation for instruction in the basic subjects. The teachers' resources are regularly supplemented by other personnel qualified in special skill areas to broaden and enrich the instructional program. In the eighth grade, the pupil is scheduled to two or more long blocks of time in which subjects with a natural affinity are closely correlated. Block-of-time teachers are again supplemented by personnel to instruct in special skill areas. One block of time with complete departmentalization for the remaining classes is provided for the ninth grade. This plan of gradual transition or articulation, using blocks of time of two or more periods duration, avoids the abrupt change which pupils experience when moving from a self-contained to a departmentalized program. It provides better opportunity for the integration of subject material. It achieves a strengthened group and individual guidance program, and permits a better differentiated instructional program within the classroom.

A main function of the junior high school is to provide a general education for each of its students. The block of time includes the courses which are normally considered as basic or of common learning nature. All students are regularly scheduled to physical education under the direction of a certified teacher. Special survey exploratory courses are scheduled for all students during their junior high school experience. These offerings may be expanded to fit the needs of the local community. Electives are the exception rather than the rule in the seventh and eighth grade, with some electives being offered in the ninth grade. Specialization is not considered a function of the junior high school.

The activity program is a part of the scheduled instructional program. It provides learning and exploratory experiences within areas not normally achieved in regular subject offerings. Clubs, assemblies, exploratory courses and activities are made available to each student to help develop his social growth, leadership ability, interests and talents. These classes or activities are re-scheduled periodically during the year in order that students may explore numerous areas.



The schedule provides for these activities in such a way as to insure their being an integral part of the instructional program.

Pre-registration of all pupils takes place during the months of March and April, taking advantage of this time to advise pupils concerning their educational careers and related problems. Orientation programs for incoming and out-going pupils are scheduled with class visits made within the new school to acquaint the student with the faculty, its facilities, and the instructional program. Scheduled informational programs for parents at these levels are helpful. All pupils are scheduled into classes prior to the opening of school and pupils are notified of homeroom assignments. A properly organized junior high school will run a complete schedule the opening day without confusion.

m A broad, well-planned systematic guidance program is incorporated into the schedule and operation of the school. Group and individual guidance services are provided in the schedule by the homeroom and block teachers who know the pupil well through close contact with him. The schedule also provides time for individual student counseling concerning personal, social and academic problems with a qualified guidance specialist. Planned sequential testing with adequate analysis and use of the information for curriculum revision, instruction and student counseling is effected.

Emphasis is placed upon each student continuing his education into and beyond the senior high school. Graduation exercises, yearbooks, fancy promotion certificates, class rings and such practices borrowed from the senior high school, which may leave the impression that the junior high school is a terminal point in the total educational program, have no place in the organization of a good junior high school.

Senior high school graduation requirements do not control the curriculum of the junior high school nor its promotion policies. Promotion from the junior to the senior high school is based on the same philosophy as other grade promotions within the junior high school.



All master schedules are made prior to the opening of school and are so planned that maximum use is made of all physical facilities and professional personnel. The schedules are interwoven into a master plan to create the most desirable and efficient learning conditions. The schedule exists as a means to an end. It is to be considered a guideline to insure a balanced program for group and individual learning. The good junior high school schedule is so flexible that individual and group variations and changes may be made quickly and easily to take care of unusual instructional problems and conditions to the best advantage of the instructional program.

In summary, the good junior high school is not a "little" senior high school --neither is it a "sophisticated" elementary school. It is a school designed particularly to meet the needs most effectively of the boy or girl from twelve to fifteen years old; and the schedule reflects the philosophy and the accepted functions and aims of the junior high school faculty.



## A GOOD HIGH SCHOOL

### CURRICULUM AND INSTRUCTION

By Y. A. Taylor

The foremost objective of a high school is to meet the educational needs, interests and aspirations of its pupils. The most significant factors bearing upon the attainment of this goal are the curriculum and the instructional program of the school.

In a good high school the curriculum offerings are planned to meet the needs and interests of all the pupils. Required courses will meet the needs that are common to all the students and serve as a general educational foundation from which the students will be able to pursue their various interests. Individual interests and needs will be met, at least in part, by elective courses. A good high school has a program of studies sufficiently comprehensive in scope and diversity to challenge the interests and satisfy the needs of all the students. The number and variety of elective courses offered will be limited, however, by the preparation and competencies of the instructional personnel. Major emphasis is placed upon carrying out an effective program of instruction in the basic areas of the curriculum. It is far more important that effective instruction be done in the basic areas than to have a multitude of elective courses in which the amount of learning that takes place may be questionable.

The elective courses which are offered will vary from school to school, depending upon the interests of the students, the size and location of the school and the academic preparation of the teachers. These courses will have been carefully planned by the professional staff of the school to meet the needs of the particular groups of students who may elect them, and their development and introduction into the curriculum will be in accord with the stated objectives and the statement of philosophy of the school.

A good high school has written courses of studies in each subject area of the curriculum. Each course of study is planned and developed so that it provides for



the scope and sequence of topics within the subject area, emphasizes the concepts and skills to be taught, and outlines objectives, activities, and student experiences for the pupils of varying levels of academic ability. A variety of activities are outlined to take care of each level of achievement expected among the students taking the course, and in each course of study, regardless of what the subject matter may be, emphasis is placed upon the continuous development of language art skills. Emphasis is placed upon proper usage of language by both teachers and pupils; and teaching developmental reading skills and vocabulary development is recognized as one of the responsibilities of all teachers.

The use of the written courses of study eliminates or drastically reduces any needless repetition of subject matter in closely related areas such as science, health and home economics. This is particularly true when the courses of study are developed cooperatively by the entire instructional staff. Through the cooperative development and use of written courses of study, each staff member becomes more aware of the total school program and school operation; and the correlation of subject matter becomes more meaningful.

In a good high school the courses of study will lead toward correlation of subject matter and cooperation among the members of the instructional staff, and toward the elimination of repetition and competition among the various departments.

It is understood without saying that a good high school is staffed with highly competent professional personnel. Even the best of teachers and administrators cannot function at their highest level of efficiency without the necessary tools with which to work. A good high school is one in which there is superior teaching--the kind of teaching which is synonymous with learning.

Superior teaching and effective learning take place in a high school where varied methods of instruction and differentiated assignments are incorporated into the instructional program to take care of the individual abilities of the pupils. Maximum educational development is impossible when the students are expected to do more than that of which they are capable. On the other hand, it is also impossible



when the students are permitted to get by with less than that of which they are capable. In a good school the students will be challenged and motivated by good teachers to work at the limit of their various abilities.

Since learning is an individual matter, in a good high school there is provided an adequate amount and variety of instructional materials. A wide variety of supplementary materials in each subject area is made available. A good high school has supplementary textbooks in the several areas of the curriculum which are written at different levels of difficulty and with various emphases. These books are used to supplement and enrich the instructional program.

The library plays a vital role in the instructional program of a school. Printed materials including books, magazines, journals, newspapers and other materials are made available in a good high school library. These materials are used by the students and teachers to supplement the work which is done in the classroom. The teachers and librarian work together to make the best use of the resources available and the students are given the opportunity to use the library facilities as an extension of the classroom and as a laboratory for reference and research work. Pupils are encouraged to use the library individually and in small groups to work on class projects and to pursue personal interests.

The audio-visual materials and equipment which are used in the instructional program are readily available for classroom use. Films, filmstrips, transparencies and other sensory teaching devices are used effectively by the instructional staff.

Provisions are made in a good high school for special equipment and instructional aids in those courses where such materials are needed. Some of these areas are art, business education, foreign language, home economics, industrial arts, music, physical education, science and vocational courses. Laboratories, shops and work spaces in these areas are equipped so that the use of these spaces is encouraged and the student derives the benefits from individual effort which is brought about by the motivation acquired through contact with a good teacher.



In summary, some of the outstanding characteristics of the curriculum and instructional program in a good high school are:

1. A program of required courses to meet the needs common to all students.
2. A program of elective courses designed to meet the individual needs and interests of pupils.
3. Written courses of study which have been developed by the professional staff.
4. Provision for varying levels of achievement among the students.
5. Emphasis on the development of language arts skills.
6. Cooperative effort on the part of a competent staff to carry out an effective school program.
7. Individualized instruction through the use of varied methods of instruction, differentiated assignments, supplementary textbooks, library and audio-visual materials and laboratory and shop equipment and apparatus.
8. Effective use of instructional materials and equipment.



## ORGANIZATION

By J. L. Cashwell

For the past two years a class size survey has been made covering all of the elementary and high schools in North Carolina. The information for these surveys was gathered from the principals' preliminary reports for the 1960-61 and 1961-62 school years.

The survey for the 1961-62 school year reflected distinct organizational improvement over the 1960-61 survey. In every high school course the number of classes with memberships above 40 or below 10 were reduced, while classes with memberships in the 25 to 30 range were increased, giving better over-all balance to class sizes. In my opinion, this change was accomplished by better planning and scheduling practices on the part of school principals.

Even though these surveys reflect more effective high school organization, there is still much that can be done to improve instruction with further organizational refinements. For example, last year in North Carolina there were 2,476 classes with 10 or fewer pupils in membership. If the pupil membership in each of these classes had contained the full 10, it would have cost \$97.50 per pupil per year in teacher salary alone. Since all did not have a membership of 10, it is clear that the cost was more than \$97.50 per pupil per year. This cost figure is based on the average salary paid to classroom teachers in this State last year.

Considering five class periods as an average teaching day, it took the equivalent of 495 teachers to instruct in these classes. At the other extreme, there were 1,753 classes with memberships of 40 or more pupils. If the membership of each of these classes had been the minimum of 40 pupils, the pupil cost per year would have been only \$24.37, or one-fourth of the cost in the small classes. Further review of the survey revealed the following: A majority of the classes with memberships of 40 or above were in the basic skills areas-- English, mathematics, science and the social sciences; a majority of the classes with memberships of 10 or less were in areas other than those of the basic skills.



Review of individual preliminary reports revealed the following: A school with an English class containing 36 pupils, while three teacher-supervised study halls had less than 10 pupils; a school of 12 faculty members with 10 teacher periods devoted to study hall supervision and two teacher periods devoted to coaching athletic teams. Numerous other examples of these types could be cited, but enough have been mentioned to portray the need for organizational improvement.

Due to the limitations imposed by size and location of schools, the type of program, the qualification and assignment of personnel, etc., many of the inequalities described cannot be eliminated; however, many such situations can be improved dramatically with more study, comprehensive planning, and better organizational and scheduling practices.

The historical practice of dividing a predetermined school day into equal time divisions and fitting in a predetermined number of class sections based on enrollment is under fire. All courses do not require the same amount of time, and all pupils do not require the same amount of time in the same course; nor does an individual class need the same amount of time every day. The traditional "administratively expedient" equal time division system of organizing the school and scheduling pupils cannot meet these diverse and complex organizational needs. This condition has, within the past few years, brought on a great deal of study, experimentation and change in the areas of organizational patterns and schedule making. One of the chief aims of these experiments has been to achieve flexibility in time assignments for courses. A second aim has been to achieve flexibility of time in courses for individual pupils. Another has been to provide time for large group instruction, time for small group instruction, and time for individual study within a single course area. In addition, some of the experiments have dealt with teacher assignment and pupil achievement.

In the New York State Catskill Area Project, as many as three different levels of a subject are dealt with in a single class period under a single teacher. Multiple level classes are also a part of the Rocky Mountain Area Project. In each case,



small expensive-to-operate classes are eliminated, permitting a better balance in teacher load and at the same time providing teacher time for a broadened curriculum. In each of these experiments, periods of varying length and rotating schedules are employed in attempts to provide time segments that will assist in developing more effective programs of study. In each of these experiments, changes are taking place that seem to hold promise for high school organization, and in particular for high schools with a student body membership below four hundred.

High school organization is changing, and some of the changes, based on serious study and thorough research, may have far-reaching effects on school organization. However, we need not expect our own organizational problems to be solved in the Rocky Mountain area, or in New York State, or by adopting the ungraded high school program of Melbourne, Florida. Ideas from these or other areas may be helpful, but in the final analysis we will deal with our organizational problems in our own individual school communities. No single organizational pattern will serve all high schools. No single pattern will serve all high schools of the same size. An organizational pattern that is good in Raleigh might not serve Wilmington, and one that is excellent in Currituck could be out of place in Cherokee. High school organization is a school-by-school operation requiring all of the time and talent available if the best organizational pattern is to become a reality. A school that has been organized effectively operates smoothly the first day of school. A school that requires two weeks to "shake down" has not had enough time, study and talent employed in its organization, resulting in the waste of numberless hours of teacher and pupil time along with the waste of numberless dollars in school funds. Much of this wasted time, talent and money can be saved with improved organizational patterns based on:

1. A sane determination of what the school can do and do well. A small school is not fulfilling its role when it attempts to do all that a large school is doing.
2. A valid assessment of the importance of instruction in the basic skill subjects-- English, mathematics, science, and the social sciences. Only after a competent job in these areas is assured, should other programs be considered.



3. A proper assessment of the instructional needs in areas other than those of the basic skills.
4. A valid, specific and realistic determination of what the professional staff can and cannot do.
5. Proper consideration for the plant facilities and the tools of instruction available.

Organizational change for the sake of change seldom accomplishes anything constructive, whereas change properly planned and directed can pay rich dividends in improved instructional programs. Improvements that can be made through more effective organizational patterns don't cost any more money.



# ECONOMIC AND SOCIOLOGICAL CHANGES AND THEIR IMPLICATIONS FOR VOCATIONAL EDUCATION AS AN INTEGRAL PART OF THE TOTAL EDUCATION PROGRAM

By Gerald B. James

## Purpose of Public Schools

### 1. The Change Agent View

We may say that public school education must react to at least two kinds of changes - economic and sociological. This view appears to be popular at present. We realize, however, that educational programs must be more than "reactionary" - more than sensitive and more than responsive. Educational programs must be agents of change.

### 2. The Sociological View

The school is not charged with the responsibility of transmitting the culture in general, but functions as a selecting, purifying, and balancing agency. Furthermore, it is not the purpose of schools to follow along behind society, transmitting the best of society to the young, but schools should provide direction and leadership in a changing society.

### 3. The Psychological View

Another way of viewing the purpose of public schools is to regard them as promoters of the learning process - as dealing with bringing about changes in behavior of people - changes in their: (a) knowledge, (b) understanding, (c) skill or ability to do-- , and (d) attitudes.

### 4. The Individual Development View

A fourth way of viewing the purpose of public schools is to regard them as agencies to help burgeon out of every individual the best there is within him. Schools should aim toward developing individuals to the fullest of their capacity, irrespective of the area in which one's greatest potential may lie and irrespective of the depth of one's capacity. No society will remain in a leadership position long based upon its developed geniuses alone. Furthermore, in a democracy we are concerned with all the people - not just the college graduates who comprise the intellectually elite.

Regardless of which of the four preceding approaches one takes to explain the purposes of public schools, it appears that public schools should promote and develop:

- a. Skill in the manipulation of things (physiological dexterity).
- b. Skill in dealing with ideas and concepts, both in the sense of their consequences in action and of their place in a conceptual system (logical analysis).
- c. Skill in human relations, including the process of group discussion and cooperation, and in personal relations.
- d. Appreciations, in the sense of adequate standards of the good and the beautiful and of sound personal tastes and enjoyment.



## Vocational Education and General Education

From a very practical point of view one might say that public schools exist for the purpose of affecting life outside of school. Any other practical explanation would be to regard the work of schools as mere "busy work." English is taught in order to affect the lives of students outside of school -- so is algebra, history, physics, and the various so-called or administratively or legally classified "vocational subjects." The major difference between vocational education and general education is that "vocational courses" are organized and taught in such a manner as to emphasize application outside of school. Interest in and emphasis on immediacy of application appears to be greater. Thus, general education and vocational education are not entities within themselves, nor are they two separate "worlds"; rather, perhaps they should be regarded as appearing on a continuum, with the chief difference being in the degree of interest in and emphasis on immediacy of application.

## Social Changes

We have discussed briefly the purpose of public schools, which implies general direction and major objectives for educational leaders. With the purpose of public schools in mind, let's focus our attention on social trends and consider their relationship to vocational education programs.

There appears to be a number of factors and forces which are affecting and will affect programs of vocational education. The future of vocational education cannot be assessed without considering social trends. Expanding economic activity, increased technology leading toward automation, expanding population, shifting population, and changing employment patterns must be considered.

In 1953, the number of people in this country employed in service and distribution occupations surpassed the number employed in production. This is the first time for such an occurrence in any nation. We have entered upon "The Age of Distribution."

There is a disappearance of semi-skilled jobs and an increase in technical jobs. An increase of 50 per cent will be needed in personnel in the technical areas of employment in the nation by 1975. North Carolina is now producing technicians at the rate of approximately 900 per year. This rate needs to be tripled immediately, as shown by the state-wide manpower study.

The appearance of new industries will demand educational programs for jobs that do not now exist.

Consumer demands progressively exercise greater control over the type of products of our society. Too, the level of consumption could well increase immensely if the gainfully employed who are working below their capacities were educated for more effective production commanding higher incomes.

Projected population increases and population movements cannot be ignored as social changes with impacts upon the projection of educational programs. Currently, throughout the nation, school reorganization is occurring in efforts to develop and maintain educationally sound and economically efficient units.

The preceding social changes may be regarded as trends and conditions, or let us say, these trends constitute the present "situation."

## Implications for Vocational Education

What could or should educational leaders do to promote, retard, or change direction of these and other trends?



First, I would like to emphasize that we should not subscribe to a philosophy of following or adjusting to changes in progress. Following trends can be good or bad. Reflecting back to the purposes of public schools, we stated that schools should provide leadership in bringing about changes rather than following passively the trends in progress.

### 1. Need for Increased Emphasis in Guidance

Rapid advancements in transportation and communication have led to a society characterized by a much higher degree of mobility. Young people have a right to expect occupational information about a broad variety of occupations, and have a right to expect educational opportunities to assist them in preparing for such occupations.

Greatly increased emphasis is needed in the areas of occupational information, exploration, guidance, and counseling.

### 2. Adult Education Should Be Emphasized More Strongly

More basic education is now required for normal living in our society than earlier. As society becomes more complex, more basic education will be needed.

A few generations ago individuals attended school for four years, four months per year; later, seven years, six months per year. Prior to World War II, students attended eleven years, eight months per year. Youth now attend for twelve years, nine months per year. How far will we move in this direction? Will we have a grade 13 and 14? Will we move toward a ten, eleven, or twelve months' school year? We may add another year or two and another month or two, but that will likely be the limit.

When young people reach maturity, mentally and physically, they marry, begin families and begin work. Their full-time formal schooling ends. Thus, the only time left is adulthood. Adult education is the "up and coming" area of public education in the world today.

### 3. Need for a More Realistic High School Curriculum

I would propose for your consideration a more realistic high school curriculum.

The 1960 graduating class in the public schools of North Carolina was comprised of only 40 per cent of those who began some twelve years earlier; 60 per cent dropped out along the way. Thirty-seven per cent of those who graduated entered college. This is as far as we have accurate data, but college personnel tell us that only about one-third of those who enter college graduate. Thus, for each 100 children who enter the first grade, 40 graduate from high school, 15 will enter college, and perhaps five will graduate from college. What becomes of the other 85? What do they do?

We provide millions of dollars each year in North Carolina to support twelve four-year State institutions of higher education, not to mention the many private colleges. We feel a keen sense of responsibility to provide opportunities for individuals to develop to their fullest potential--yes, for those whose potentials lie within the scope of college work. But what about the other 85 out of every 100? Here are the masses of our people, and the development of these is our greatest hope for increasing per capita income, improving level of living, and improving citizenship in general.



We say we live in a democracy where the worth of the individual is held foremost. If we are to really practice democracy, we must increase emphasis on providing educational opportunities for the masses of our people -- the other 85 per cent who are not college bound.

What type of educational program is referred to in the preceding statements? Certainly I do not mean to imply a watered-down curriculum -- I mean a high-quality curriculum, but one more realistic. We can have high quality vocational and technical programs just as much so as we can have high quality English, mathematics, and social studies programs.

Traditionally, the small high school program in North Carolina has offered only two vocational programs: Agriculture and Home Economics. Thus, these have been flooded with students who in many cases were not really interested. Often they almost destroyed the effectiveness of the course for those who were interested. Often the only choice for a rural boy at the ninth-grade level was Vocational Agriculture or French, and we must admit that isn't much of a choice for a rural boy. Even as late as 1959-60, 42 per cent of the high schools in North Carolina that taught Vocational Agriculture enrolled all freshmen boys in it.

We must give immediate attention to educational programs to meet the needs of the 85 per cent who are not college bound. If you have read Conant's books on The American High School, Education in the Junior High School Years, and Slums and Suburbs, you will see that he, his co-workers, and our National educational leadership regard rapid expansion in these areas as imperative.

#### 4. Need for Technician-Level Programs

In North Carolina we believe we have a good system of elementary schools, a good system of secondary schools, and a good system of colleges and universities, but there definitely has been an educational gap between the high school diploma and the baccalaureate degree. Many young men and women want and need more education than they get in high school and more specialized education than they get in high school, yet not to the baccalaureate degree level.

About three years ago North Carolina made a move toward filling the educational gap -- the development of 20 rather strategically located Industrial Education Centers. The oldest of these Centers is just three years old, yet last year with only 14 in operation, 25,789 individuals were enrolled. Perhaps this is not too distant from the enrollment on the three campuses of the University of North Carolina. We predict that within five to seven years after all 20 Centers are in operation they will enroll more people than are enrolled in all 12 State-supported four-year colleges in the State.

No, all enrollees are not four-year students -- the aim is to train skilled craftsmen and technicians -- but in terms of helping the citizens of North Carolina develop their talents to the fullest of their potential, these Centers have already begun to have a tremendous impact. What is a technician? An engineer devotes most of his time, energy, and effort to dealing with ideas and concepts - theory. A craftsman devotes most of his time, energy, and effort to the manipulative areas. A technician is about half-way between the craftsman and the engineer. He possesses sufficient knowledge, understanding, and abilities in the area of theory to enable him to communicate effectively with the engineer, and sufficient ability



in the manipulative area to take the ideas and concepts of the engineer and apply them in a laboratory or industrial setting. The Industrial Education Centers do not train engineers - that is the University's job. The Industrial Education Centers deal with both other areas - the training of skilled craftsmen and technicians.

North Carolina has never had a state-wide educational program aimed specifically at training technicians. We have not been making most effective use of our human resources. A skilled craftsman cannot perform the duties and responsibilities of a technician; thus, we have had many engineers who were actually doing the work of technicians.

#### 5. Need for More Policies and Policy Revision

In that policies give positive direction and provide the framework within which programs of vocational education shall operate, policies should receive immediate attention. Local, State, and Federal level policies should be re-examined to assure breadth to provide positive direction for the development of programs.

Policies are needed to assure:

- a. Stronger occupational information, guidance, counseling, and exploratory programs.
- b. Increased emphasis on adult education.
- c. A broader variety of programs of vocational education aimed at meeting the educational needs of various groups.
- d. The addition of technician-level programs in several areas.
- e. Higher degree of integration with other phases of public school education, philosophically. In too many cases vocational education has been isolated philosophically and physically.







## SYMPOSIUM NEW CONCEPTS IN VOCATIONAL EDUCATION

### EDUCATION OF WOMEN IN THE NEXT DECADE

By Catherine T. Dennis

This is a paradoxical age for women in relation to their education, their responsibilities, and their personal needs as affected by the demands of the social and economic situation in the country today.

The mores of this country have habituated us to the philosophy that a mother's place is in the home, while in actuality the pressures from the labor market make it imperative that a large percentage of women work and for a longer period of time. Formerly, a new supply of workers could be expected from the large number of people immigrating to America and to the normal increase of male workers coming of age. Today, however, immigration is at a standstill, with both sociologists and economists warning us that fewer people can be expected to immigrate to America, due to the increasing prosperity in the European countries. Therefore, to advance the economy or even keep it on an even keel, women must enter the labor market in ever increasing numbers in order to increase the consumption of goods and services.

In 1951 President Truman appointed a National Manpower Council to study significant manpower problems during a period of enduring emergency and to contribute to improved development and utilization of the country's human resources.

A publication "Womanpower" was issued by this council in 1957. The following quotes illustrate the employment situation for women:

"Women constitute not only an essential but also a distinctive part of our manpower resources. They are essential because without their presence in the labor force we could neither produce and distribute the goods nor provide the educational, health, and other social services which characterize American



society. They constitute a distinctive manpower resource because the structure and the substance of the lives of most women are fundamentally determined by their functions as wives, mothers, and homemakers.

"Today, one third of all the women in the United States, aged fourteen and over, are in the labor force in any given month.

"Three out of every ten married women are now working, and nearly two out of every five mothers whose children are of school age are in the labor force."

In fact, nine out of every ten high school girls will work outside of the home and for as long as twenty-five years.

In contrast to this need for more and better education for occupational competency is the paradox of the early marriage rate in the United States. Over a twenty year period, youth have been given more freedom at an earlier age, resulting in early dating, earning money, more freedom in making both choices and decisions all with little control or direction on the part of adults. As a result of this excessive freedom, we face the earliest marriage age that the nation has known. One out of every two marriages is of a girl under twenty years of age. This, too, is the era of early parenthood, for a high percentage of babies are born in this youthful family.

This youthful age is likewise the group presenting the most serious divorce problem, since one out of every three divorces comes from this age group.

A bombardment by TV, radio and magazines and other means of communication have whetted the appetites of the American people for more and more material resources, so that "wants" of twenty years ago have now become "basic needs." We are faced with the reality that nearly every young woman today will enter two occupations simultaneously, homemaking and wage earning, with little preparation for either.

Research further shows that, while women must enter the labor market in



reality, they subtly resist the idea, preferring to be full time homemakers. This contradiction of ideas was described recently by the President of Barnard College, one of the leading Liberal Arts Colleges for Women in America, in an editorial in the New York Times when she stated that fewer and fewer graduates of that institution were interested in or preparing for a professional career other than teaching, as they expected to work for a short period of time, marry, rear a family, and later return to the work-a-day world in some position not as demanding as a professional field. In contrast to this research are the results of a study made in thirty-five states with members of the General Federation of Womens' Clubs. This study evoked a response of two to one of the women polled that today's mothers are not training their daughters adequately for future homemaking roles.

Sylvia Porter recently summarized the positions held by women in the labor market as 16% in managerial work, 35% in professional or semi-professional work, and the remainder in blue collar jobs.

And thus the problems - how to educate women, when to educate women, and for what occupational fields? It would appear that training for homemaking must be included in all adult education programs - management of time, energy and money; child development and relationships; consumer education and nutrition. It would appear that some homemaking instruction should begin early - in junior high school - to help girls of this age participate more effectively as family members in the home where mother "works outside." Such instruction should be geared to the age level of the girl, with more emphases on building attitudes, developing simple skills to be done under direction, care of younger family members in the absence of adults, as well as some consumer education.

At the high school level, greater emphasis should be placed upon homemaking education as vocational training for immediate use by a large number of girls who will marry early.



Since the field of Home Economics is a very large one, with innumerable possibilities for professional employment in a largely non-competitive field, the college bound student should have the opportunity to enroll in home economics course in high school in order for her to gain some educational training for future homemaking, as well as to become informed about future professional education leading to occupational competency.

The number of home economists needed in many fields of employment is expected to continue increasing during most of the 1960's.

In addition to expansion needs, a considerable amount of the demand stems from the replacement needs. Job turnover because of marriage and family responsibilities is particularly heavy among these workers, many of whom studied home economics as preparation for homemaking.

An American Home Economics Association study has indicated that by 1965 about 10,500 additional positions for home economists will exist in education, business, extension work, and social welfare.

For those women who end their formal education at graduation from high school, or for those who drop out of high schools, a broad program of training for dual occupations must be developed through adult education. The majority of communities will be able to offer additional education in the area of homemaking only; but the Industrial Education Centers and community colleges must look critically at their offerings, so that women can secure additional education for their dual jobs. As the field of services to families expand, many new occupations requiring less than college preparation will increase and develop, offering employment opportunities for women in both trade and technical areas. Many of them will require home economics training, but the problem of education of women cuts across every educational field.

In conclusion, as the placard in the manager's office at the Greensboro Collosseum reads, "If you can keep your head in all this confusion, it shows that you do not understand the situation."



## INDUSTRIAL EDUCATION CENTERS AND THE COMMUNITY COLLEGE

by Ivan E. Valentine

Scientific and technological changes in the past two decades have placed new burdens on the total educational system in the United States. These changes in industry, business, and government have encouraged people in education to review the over-all educational problems and their implications. In an ever-changing society that makes up our complex civilization, problems in socio and economic growth creates new demands on education, specifically for adult education. The struggle for employment between persons of the older age group and the ever-increasing number of young persons moving into the labor market for the first time could lead this nation to a national crisis. The army of four million unemployed today could grow to ten million in ten years.

In an automated industrial society, the untrained youth and young adults will be unable to contribute to the society in which they live. The leadership in education, at all levels, must provide the required vision and planning to promote educational opportunities to the total citizenry of this nation. Some people say we have run out of number of years we can devote to educating our youth; this philosophy could be harmful to our modern day society and eventually be responsible for the collapse of civilization as we know it today. We in education are so bound by tradition and resist change to the point that we are denying adults the opportunity to continue their education. The Industrial Education Center Program in North Carolina and the Community College movement in other states has been a bold and new concept in education. Both these plans place emphasis on education beyond the high school; but more significant, these institutions bring educational opportunities to the community where they are needed and contribute to the improvement of an area by providing training (Vocational and Technical) and college courses to all citizens regardless of age.



The taxpayers in all communities must bare more of the cost for providing the funds to develop a new system of education that would provide educational opportunities beyond the high school for all regardless of age. The State and Federal governments do not have the responsibility for bearing the cost of education. The citizens of each community should be educated as to their responsibility in providing the required funds to offer quality education at all levels.

Not all persons who graduated from high school should go on to college; many could profit from Vocational and Technical training as now offered in the Industrial Education Center. The population of this country is degree conscious. The associate degree as offered in many community colleges would meet the needs of many of our citizens, either in trade or technical offerings.

The true comprehensive community college provides educational opportunities in trade, technical, business, agricultural, homemaking, and college parallel courses, but provides for many self-improvement or general continuation courses. This type of institution is developed to meet local and area needs. The Industrial Education Center in some areas are functioning as a community college. The greatest asset of any State is its human resources. We must provide training and educational opportunities to insure maximum utilization of our human and natural resources. The extent we support adult education today may well determine the type and amount of support we could get in other areas of education in the future. The rapid growth of the Industrial Education Centers in North Carolina and similar institutions in other states indicates that professional educators are thinking and planning for the future.



## THE SECONDARY SCHOOL PROGRAM

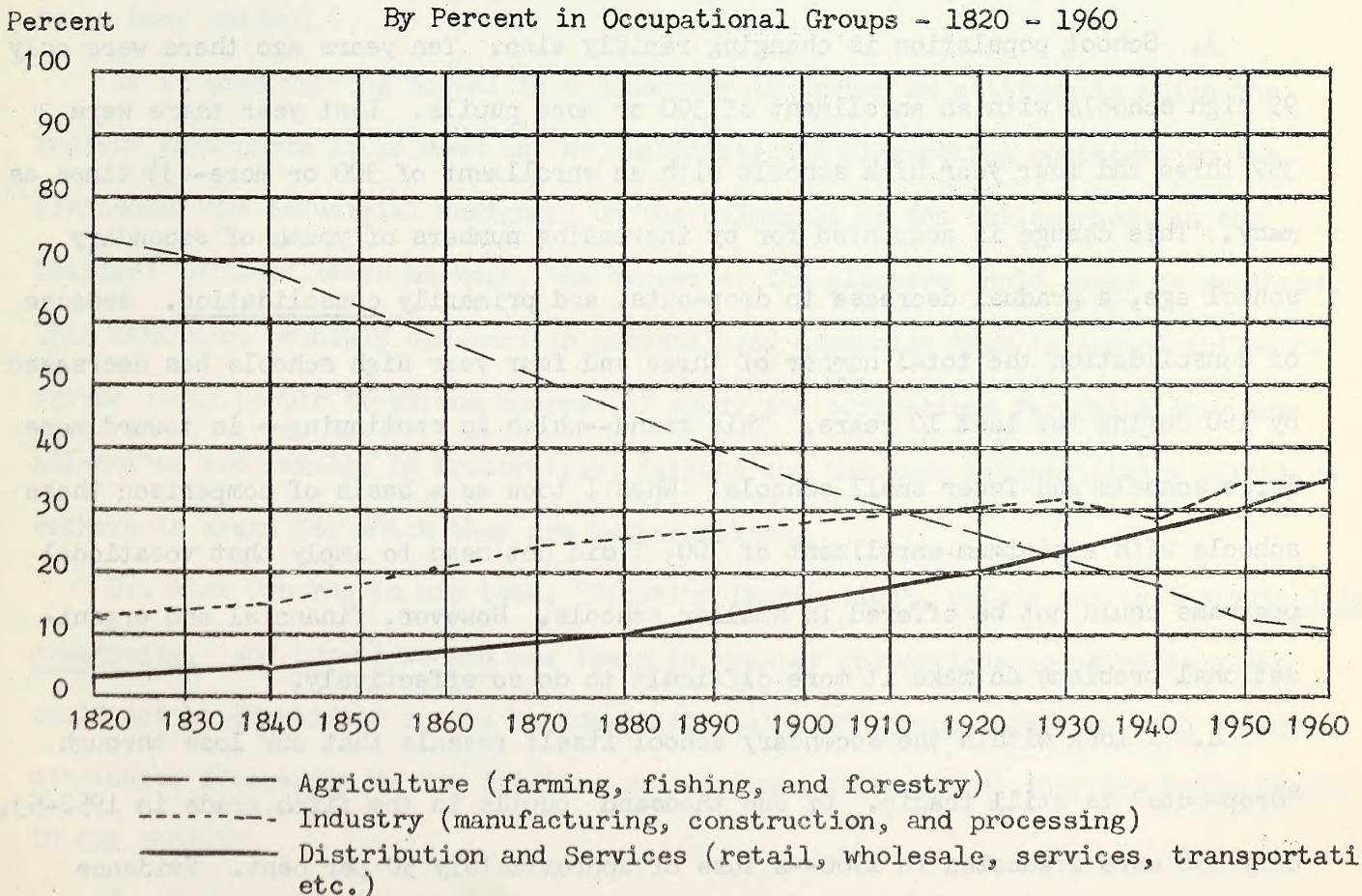
By T. Carl Brown

My assignment deals with the secondary school program. Briefly, I wish to pin-point a few of the economic and sociological changes discussed by Dr. James and others as a basis for certain questions.

1. There has been revolutionary population movements from rural-farm to urban and non-farm areas. In 1940, 46 per cent of North Carolina's population was classified in the United States Census as rural-farm population. In 1960, this had decreased to 18 per cent. This means that now urban and rural non-farm population has increased to 82 per cent. (Rural non-farm includes towns of less than 2500, most unincorporated places and suburbs outside city limits.)

2. No less striking is the change in occupational patterns which stimulated the population movement.

### GAINFULLY EMPLOYED PERSONS IN THE UNITED STATES





This chart shows graphically occupational changes which have taken place since 1820. At that time, most of the working population was engaged directly in agriculture. You will note that only about 11 per cent of the working population was engaged in some kind of industry-manufacturing, construction, and processing. Only  $2\frac{1}{2}$  per cent of the working population was engaged in distribution and services. In 1960, only 11 per cent of the working population was engaged directly in agriculture, economists say this will stabilize at about 7 per cent. (In North Carolina, this figure is still about 18 per cent.) Roughly,  $\frac{1}{3}$  of the working population is engaged in industry and another third is engaged in distribution and services. This includes marketing by manufacturers and processors, jobbers, wholesale and retail businesses and services. This leaves approximately 19 per cent in public services and the professions. Industry and distribution provide more than two-thirds of the total gainful employment and the trend is still upward.

3. School population is changing rapidly also. Ten years ago there were only 99 high schools with an enrollment of 300 or more pupils. Last year there were 359 three and four year high schools with an enrollment of 300 or more-- $3\frac{1}{2}$  times as many. This change is accounted for by increasing numbers of youth of secondary school age, a gradual decrease in drop-outs, and primarily consolidation. Because of consolidation the total number of three and four year high schools has decreased by 150 during the last 10 years. This trend--which is continuing-- is toward more large schools and fewer small schools. When I took as a basis of comparison those schools with a minimum enrollment of 300, I did not mean to imply that vocational programs could not be offered in smaller schools. However, financial and organizational problems do make it more difficult to do so effectively.

4. A look within the secondary school itself reveals that our loss through "drop-outs" is still tragic. Of one thousand pupils in the fifth grade in 1952-53, only 498 were graduated in 1960--a loss of approximately 50 per cent. Evidence shows that those with limited education or saleable skills comprise the relief rolls



and most of the unemployed. Many factors contribute to this educational and economic loss---not all of them attributable to the school.

5. Since the advent of sputnik before the first American satellite, public concern over excellence in education reached near hysteria. Public concern fosters support for further improvement in education, but it has also resulted in some unwholesome public pressures. In particular, there is strong pressure to fit all students into a program designed for the "academically talented," regardless of interests, abilities, and different career objectives.

These few facts raise several questions:

1. In our anxiety to prepare more students for success in college, are we neglecting the total interests and peculiar needs of most students?

The needs of society and the individual are best served when each pupil is given the kind of education he needs and when each follows the occupation for which he is best suited.

Is it wise for the school in a democracy to foster an attitude in which the nuclear physicists looks down on the machinist; the electronics engineer, on the craftsman; the industrial designer, on the salesman; or the philosopher, on the builder? Without these workers, the dreams of the planners could never be realized. This attitude, probably due more to parental and community than to school influence drives young people to pursue courses of study and occupations for which they are ill-suited and results in frustration, failure and the loss of potentially effective workers in areas for which they are better suited.

Dr. Alex Osborne in his book, "Creative Imagination", points out that originality, creativity, and inventiveness are found in greater proportions among persons who could not be classified in the "academically talented" group. Persons with these attributes frequently do not fit into the academic pattern; but they are badly needed in our society.

2. Is it wise to postpone vocational education until after graduation from the secondary school? In recent years, advocates of a stronger program in mathematics,



science, and the humanities have argued that all vocational education be postponed until after high school. This argument is based on the unwarranted assumption that all pupils have the motivation to profit by more academic subjects and that the needs of society require this. Furthermore, this argument would be slightly more valid if a Statewide system of community colleges actually existed as a part of the public education program available to all. Certainly, we all agree that each pupil should have as broad general education as it is possible for him to acquire. Every pupil must acquire abilities to read, to communicate--orally and in writing--and to listen effectively. He needs science to understand the world in which we live. He must acquire computational skills in order to be effective economically. He should have some understanding of the organization of society and government to be an effective citizen. But in addition, he should have an opportunity to explore, to select, and to begin preparation for career objective. Dr. Conant and many others have pointed out the effectiveness of a career objective in motivating a student for better school achievement. Schools are now being so organized that a student may complete 18, 20, or more units in a four-year period. Surely, most of them should be encouraged to select two or three courses devoted to vocational preparation. The Guidance Services has just released a bulletin entitled "Course Selection and Career Planning." I hope it will be widely read and used by teachers, principals, and administrators, as well as counselors.

3. Should not vocational education be an essential part of the pupil's total education? The concept of vocational education as a place for the academically unfit and relegated to the teaching of simple manipulative tasks is far more out-moded than Mr. Ford's T-Model. Is the learning of mathematics any less educational because it may be applied to the machine shop, to carpentry, to merchandising, or to business accounting where the standard for passing is 100 per cent rather than 70? Is the acquisition of reading skills less acceptable because it is developed in the study of the theory related to an occupation? Sound vocational teaching of pupils with career objectives further stimulates the development of basic skills needed by every-



-5-

one. In addition, it develops wholesome attitudes toward work. If it fails to do this, it should be re-examined and changed.

4. How can suitable vocational preparation be made available to all pupils?

At the present time some industrial education in the form of day trade classes is offered in 48 schools. Industrial Cooperative Training (Diversified Occupations) is offered in 44 schools and Cooperative Programs in Distributive Education in 64 schools. These programs can be improved, but let's look at the record of achievement. A follow-up survey of former students enrolled in the Industrial Cooperative Program show that 60 per cent of those in the labor market have been employed continuously for five or more years in the field for which they were trained. Those enrolled in day trade classes find employment in areas for which they were trained. The follow-up study of students trained in Distributive Education shows that 80 per cent of those in the labor market are engaged in fields for which they were trained. Those who went directly to work from the secondary school received promotions earlier, and earned more money than those without similar training. Twelve per cent of them have gone to junior or senior colleges. This is 12 per cent of those who usually did not have such ambitions when they enrolled. Furthermore, in a period of high unemployment, less than one per cent of pupils trained in the cooperative program were unemployed when surveys were made.

These programs can be improved and new types of programs to fit new situations should be developed. In some situations work experience opportunities are extremely limited. Programs with more emphasis on in-school preparation and only irregular or limited supervised work experience should be developed. Less than 5 per cent of the boys and girls who will find employment in industry and in distribution are being given any specific preparation for their future employment.

5. Are vocational offerings in our schools consistent with the patterns of employment? Are we offering courses designed to prepare students for occupations for which a majority of them must enter? I leave this question to you.







## AGRICULTURAL EDUCATION

By H. G. Beard

I propose to look, with you, at two things -- first, an illustration of the agricultural situation; and, secondly, new concepts in public school agricultural instruction. The relationship between the agricultural situation and new concepts is that analysis of the agricultural situation has provided a look ahead in agricultural instruction to give a basis for the public school to become, more so than in the past, an agent of progressive agricultural change.

### The Agricultural Situation

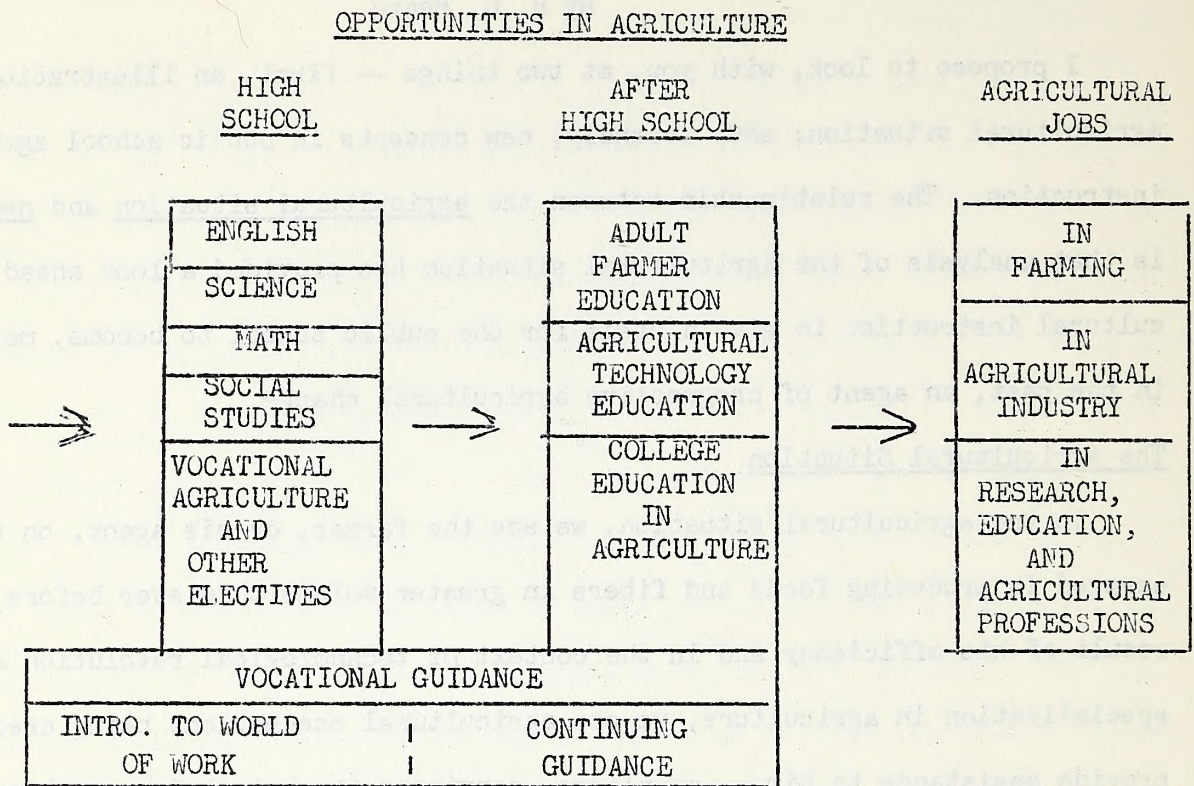
In the agricultural situation, we see the farmer, or his agent, on the farm engaged in producing foods and fibers in greater volume than ever before. As a result of his efficiency and in the context of technological revolution and specialization in agriculture, we see agricultural occupations being created to provide assistance to him -- suppliers, servicers (technical-farm machinery repair, for example, and professional-agricultural research, for example), processors, and marketers. Significantly, these occupations have moved off the farm.

Partly as a result of the movement of jobs off the farm and partly as a result of productive efficiency in agriculture which permits other industrializations, we see a change in the composition of the population of North Carolina by residence. Almost two-thirds of our people live in rural areas -- yet slightly over one-third of our rural people live on farms. Rural people need, and expect, more appropriate agricultural training opportunities and a much wider choice of training opportunities in other occupational areas.

In this situation of change, agricultural education programs in the public schools need a new sense of mission, more purpose, a direction. The following figure suggests replanning possibilities:



Figure I. Opportunities in Agriculture



New Concepts in Agricultural Education

1. Public school agriculture must, through vocational guidance, enroll a more select group of students. This is not an intellectual selectivity, but a selectivity in terms of interests in and aptitudes for jobs in agriculture -- jobs in farming, in agricultural businesses and industries, and in agricultural professions. A wider range of jobs is difficult to imagine.
2. The instructional program in high school agriculture must be an integral part of the school program, and must be planned and conducted to emphasize the development of concepts, and to promote the understanding of principles upon which modern agriculture is founded. We have overdone the development of motor skills without promotion of understanding principles involved. Instruction should be deeper and more academic, and learning should be by practical application in the school laboratory, on the farm, and in agricultural businesses.
3. Continuing education is essential for adult farmers. The economic adjustment problem in agriculture is, first of all, a problem of adults. Farming is highly competitive, and, in a changing agriculture, education must be continuous.
4. A continuing educational opportunity must be provided for those who will enter employment in agricultural industries. The significance of this need is apparent when one considers the complexities involved in agricultural chemicals and agricultural power. A recent survey of nine eastern North Carolina counties revealed a need for 400 specially trained, new employees in 249



agricultural industry firms.

5. Proper educational opportunity must be provided for those who will enter upon college training in agriculture. The importance of the "professional" in agriculture is seen when one considers that research and education provide a basis for technological progress in agriculture. A recent publication from the School of Agriculture, North Carolina State College, noted that more than two jobs are available to each agricultural college graduate.

#### Implementation of New Concepts

1. To supplement and complement the guidance program of the school, teachers of agriculture are, on an organized, State-wide basis, helping students to appraise themselves and to look ahead toward the world of work. Based on research conducted in 1961-62, a unit on "Exploring Agricultural Occupations" is a part of the Agriculture I course of study.
2. A new approach to high school instruction is in process. Seven major learning areas comprise the instructional program. These are as follows:
  - I. ORIENTATION AND GUIDANCE
  - II. COMMUNITY RESOURCES
  - III. AGRICULTURAL BUSINESS
  - IV. ANIMAL SCIENCE
  - V. PLANT SCIENCE
  - VI. SOIL SCIENCE
  - VII. AGRICULTURAL ENGINEERING

The unit on Exploring Agricultural Occupations, previously mentioned, is a part of the major learning area "Orientation and Guidance" and is an example of how the new instructional approach provides a block of teaching time of such length as to promote concept development and mastery of principles. The block or unit approach appears to be educationally sound and advantageous in comparison to the smaller unit, "seasonal job" approach to teaching agriculture used previously. The new instructional approach facilitates the development and use of structural courses of study and teaching materials.

An experimental program is in effect in one county involving the use of agricultural businesses and industries for student application in learning concepts and principles of agriculture. In other words, actual work experience in agricultural jobs off the farm may hold great promise.

Great opportunity exists for setting up skill development instruction for those students who may not continue in formal education.

3. A new approach to adult farmer education is being tried. Up to now, 25 administrative units have used this approach effectively. Other administrative units plan to use the approach this year. The approach is given below:

#### ADULT FARMER EDUCATION

##### A NEW APPROACH

- a. HELP FARMERS ORGANIZE FOR INSTRUCTION ACCORDING TO INTERESTS AND SPECIALIZATIONS - USE OF ADVISORY COMMITTEES



- b. DEVELOP SPECIFIC COURSES OF STUDY BASED ON EDUCATIONAL NEEDS WITH HELP OF AGRICULTURAL SPECIALISTS
  - c. TEACH COURSES ON ORGANIZED BASIS FOR 10 OR MORE HOURS
  - d. UTILIZE AGRICULTURAL SPECIALISTS TO ASSIST IN TEACHING WHEN NEEDED
  - e. FOLLOW UP INSTRUCTION ON FARMS
4. Training programs have been established for those who are working and will work in agricultural businesses and industries. Called "Agricultural Technology Education", these programs are offered through Industrial Education Centers. The objectives of Agricultural Technology Education are:
- a. TO PROVIDE POST-HIGH PRE-EMPLOYMENT TRAINING FOR JOBS IN AGRICULTURAL BUSINESSES AND INDUSTRIES
  - b. TO PROVIDE UPGRADING TRAINING FOR THOSE EMPLOYED IN AGRICULTURAL BUSINESSES AND INDUSTRIES
  - c. TO PROVIDE A LINK BETWEEN RURAL HIGH SCHOOLS AND INDUSTRIAL EDUCATION CENTERS
5. The new approach to high school instruction in agriculture described previously, will provide educational opportunities for entrance upon college training in agriculture. As schools become larger, students may be grouped within agriculture for educational purposes. For example, one school has established a class of students who aspire to enter agricultural college upon graduation. With proper articulation of agriculture and other school subjects, opportunities exist for the exercise of initiative and creativity by able students.

#### Concluding Statement

The people in agriculture in the State Department of Public Instruction pledge their assistance to superintendents, principals, and teachers of agriculture:

- 1. In making instruction in agriculture an integral part of the school program.
- 2. In making continuity of educational opportunity in agriculture a fact.
- 3. And in improving instruction to the end that agriculture in the public school will attain the educational stature equal to the need for agricultural leadership.



## NEW PROGRAMS AND NEW DEVELOPMENTS

### TEACHER MERIT PAY STUDY

By Brank Proffitt

#### Review of Beginnings of the Study

As you will recall, the special act authorizing the North Carolina experimental program in teacher merit pay provided that the 1961-62 school year should "be devoted to the formulation and development of the plans, regulations, procedures, instruments of measurement, and administrative machinery for conducting the experimental or pilot program." I reported to a session of your winter conference last year in Durham on how we had proceeded up to that time: namely, that we (1) had studied the report of the legislative Commission which recommended this experimental approach; (2) had built up a file of information and literature on the general subject of merit pay for teachers; (3) had traveled to a number of school systems, widely distributed over the country, where merit pay plans were in operation, talking to administrators, teachers, state officials, and, wherever feasible, interested laymen; (4) had prepared, in the light of this reading, travel, and conversation with knowledgeable people, recommendations on policies and procedures for the State Board of Education and a "Handbook for Pilot Centers."

#### Progress Since Your Winter Conference

It was apparent from both the Commission report and the authorizing legislation that the intent was for an experimental program to be undertaken, rather than an academic or theoretical study. The legislation provided that, during the second year, funds appropriated for the purpose should be used "for the benefit of the experimental or pilot program in the form of incentive compensation for recognized merit in teaching as demonstrated by full-time teaching personnel in two or more public school administrative units approved for participation in said experimental or pilot program." Even though the legislation does not mention such administrative units or pilot centers in connection with the first year of the



program, it became strongly evident that such pilot centers had to be brought in on the formulation of evaluative procedures and criteria if there were to be understanding and willing effort on the part of cooperating school systems. The Commission had foreseen this need when it recommended the experimental approach. The Commission report states:

In all of the experimental and permanent plans studied by the Commission the necessity for a plan tailored to the individual system, either local district or State-wide, is plainly seen. The involvement and general agreement of teachers, administrators, and school patrons is inevitable for success. It should also be stated that the Commission believes that not less than four years should be spent in this experimentation; one year in planning and implementation and three years for investigation and validation.

In keeping with this point of view, selection of pilot centers became a matter of concern early in the Study. The legislation specified two or more units, and it was concluded, after giving consideration to the amount of available funds, the time considerations, and the limited size of the State staff, that not more than three pilot programs could be developed and carried on successfully. Subsequently, agreements were reached with the Gastonia city and the Rowan and Martin county units to carry on experimental programs in merit pay, in keeping with the legislation and State Board of Education regulations. We feel that these units are reasonably representative of the teaching personnel, administrative patterns, and supervisory practices to be found in the school systems of North Carolina.

The three pilot centers entered into the Study in an open-minded, vigorous way. Following procedures outlined in the "Handbook for Pilot Centers" and working, in each case, through a Local Merit Study Committee composed largely of classroom teachers, these school systems have given a great amount of time and energy over the past seven months to developing statements of philosophy and objectives, operating policies and procedures, criteria for classroom observations, and adequate means of recording evidence. The Gastonia and Rowan county centers have completed their



plans, and the Martin county center is almost finished. Copies of all three plans will be mailed to all superintendents from my office as soon as the Martin county plan is ready.

Outline of Procedures to be Followed in Experimental Programs, 1962-63

The specific procedures projected for the experimental programs during this coming school year vary somewhat from one pilot center to another because they have been locally developed. But since the over-all purpose is the same in each case, there are many common elements in the three plans. These common elements may be outlined as follows:

1. No administrative unit wanted to compel any teacher to participate in the experimental program, so each teacher will make an individual choice early in the school year as to whether he wants to be evaluated for merit pay.
2. All three plans provide for a folder of evidence to be built up over a good portion of the school year concerning the performance of each teacher participating in the experimental program. Required items of evidence to be included in the folder are reports of classroom observations, reports of observer-teacher conferences, certain supporting information from the teacher himself and the teacher's principal, and a record of the final evaluation.
3. In all three units, classroom observations and follow-up conferences will be the responsibility of principals and instructional supervisors. Observation and conference reports must be filed by more than one observer for each teacher.
4. A locally developed set of criteria will be the basis for classroom observations, follow-up conferences, and recording of evidence.
5. The final evaluation will be an evaluation of the evidence filed in the teacher's folder. This final evaluation will be made by a three-member committee in two pilot centers, and a two-member committee in the third pilot center. In this third case, if the two members fail to agree, the superintendent will resolve their disagreement. In all three cases, the observing principal and supervisor are members of the final evaluation committee.
6. A training program for observers has been provided for in each of the pilot centers, with the full support and cooperation of the superintendent.
7. The Local Merit Study Committee will continue to function in each unit and provide continuous evaluation of the total experimental program. Revisions will be made in policies and procedures when necessary.



8. The State Board of Education has approved a merit increment of \$500 for each teacher qualifying for merit pay during the 1961-62 school year. It seems probable that further salary differentiation would be desirable at some future time if the evaluative process should prove to be valid and reliable.

I would like to conclude by publicly paying my respects to the superintendents, committee members, and other instructional personnel in the cooperating school systems. We could not have asked for better relationships or more serious effort than we have had from them. We are sure that they will manage these experimental programs intelligently and with real insight into the questions which need to be answered.



## APPROVED PROGRAM APPROACH TO TEACHER EDUCATION AND CERTIFICATION

By J. P. Freeman

On January 5, 1961, the State Board of Education adopted in principle the approved program approach in teacher education and certification. Since that time committees have been at work developing guidelines and standards for implementing the program. Approximately 1,000 people under the general direction of the Advisory Council on Teacher Education and Professional Standards have been involved in the study and have been identified with various committees. The final report was presented to the State Board of Education at its August meeting. It is expected that the Board will take some action regarding the report in September.

### Early History of Teacher Certification

Early in history it was deemed wise to require people to have certificates before they were permitted to teach. Records show that a license to teach was required long before the fifteenth century. In Europe, church authorities performed this function, since they controlled most of the schools. During colonial days in America, certification or its equivalent, was likewise administered by the church, usually through the ministers of the towns.

The certification practices were gradually taken over by civil authorities. When New York made provision for the establishment of common schools in 1812, provision was also made which required local school authorities to examine all applicants to teach. Other states followed and it soon became mandatory for local authorities to hold examinations for certification purposes. The first law in North Carolina concerning certification was enacted in 1840, a law that made it the duty of the school commission to contract with some suitable teacher. Later in the '40's, a law was passed which provided for a committee on examinations, by counties, whose duty it was to determine the mental and moral qualification of all applicants for employment as teachers. Under that law, no person could teach unless he held a certificate signed by a majority of the committee.

A new constitution was ratified in North Carolina in 1868, and a new school



law based upon it was enacted the following year. One of the provisions of the law was the creation of the office of county examiner, whose duties were to examine the teachers and to issue certificates. In 1881, the county superintendent was given authority to examine applicants for teaching.

At the conclusion of the nineteenth century, certification authority in North Carolina and throughout the country was in the hands of local and county school officials. However, at that time, a nationwide trend toward the centralization of certification in the state was taking place. Beginning with the twentieth century, one of the chief trends in certification has been the transfer of authority from local agencies to a central state agency. The trend is revealed in the fact that the number of states with the issuance of certificates completely controlled by the state increased from three in 1898 to forty-two in 1940. At the present time, it is recognized in every state as a state function. In North Carolina, by law, the authority is delegated to the State Board of Education. The Division of Professional Services of the State Department of Public Instruction serves as the administrative agency.

#### Purpose of Certification

The primary purpose of certification is to guarantee that the teachers of a state meet certain prescribed standards of professional competence. It is the public's guarantee that in the education of its citizens those who teach are qualified to perform the task for which they are certified.

#### Present Practices and Procedures in Certifying Teachers

Currently in North Carolina and quite generally throughout the nation, the certification of teachers is characteristically a process of credit analysis to determine the eligibility of one to teach. Certain specific courses in stipulated amounts measured by semester hours of credit must be met for the various certificates. This is the way by which the State has satisfied itself and the public that teachers are competent. But under the approved program, the State will not



be satisfied with just specified hours in certain specific courses.

#### Procedures Under the Approved Program Approach

In the approved program approach, curricula will be expressed in terms of guidelines rather than specific courses or credits. Guidelines describe the nature, scope, sequence and relative emphasis that must be characteristic of the preparation programs in the several teaching and special service areas. In other words, the guidelines indicate what a program should be to adequately prepare a person for a certain position. Moreover, under the approved program approach, the institution, in addition to furnishing a transcript to be analyzed, must certify that a candidate has graduated from an approved program and is competent to perform the duties of a teacher in the field or fields for which certification is being sought. The recommendation must be from both the academic and professional faculties indicating that a candidate is fully prepared to teach the grades or subjects for which the certificate is to be issued. Thus, the academic integrity of the entire institution is placed behind the graduates as they go out to teach. Furthermore, under the approved program approach, institutions will be required to meet certain standards regarding resources, faculty, personnel policies, curriculum and facilities.

#### Five Major Features of the Approved Program Approach

1. There would be a system of State evaluation of institutions preparing teachers as well as the programs of preparation offered.
  - a. Committees representing the State Board of Education would visit institutions for the purpose of observing and describing programs in operation.
  - b. A state Review Committee would appraise each institution and its programs offered in terms of the standards of the State Board.
  - c. The State Board of Education would receive the report and recommendations from the Review Committee and would determine the status of an institution, including the various programs offered.
2. Institutions would be charged with the responsibility for selective admission and retention of students in teacher education.



- a. The program of preparation for teaching would not be something one would choose because it was easier than some other program. Standards to get in and remain in a program of teacher preparation would be high. The objective is to attract able young people to teaching and then prepare them well for their role as teachers.
- b. The institution would be required to recommend each teacher education graduate as being a competent teacher.
3. The requirements in general education and subject matter preparation of all teachers would be strengthened.
  - a. Each prospective teacher's program would be divided into three parts (general education, specialization, and professional education) with a minimum amount of preparation required for each part. This would make it impossible for one to over-emphasize either part at the expense of the others.
  - b. The subject matter preparation in all graduate programs would be increased.
  - c. A sixth-year of preparation would be provided for all programs.
4. State standards for teacher education programs, as has already been indicated, would be in the form of guidelines rather than in specific or detailed course requirements.

The program for the preparation of elementary teachers will afford a typical example of how the present plan of certifying teachers differs from that which would be carried on through the "approved program approach". Under the present plan, the academic requirements for an elementary teacher are specifically set forth in terms of courses and credit hours as follows:

English-----	12 semester hours
Required:	
Children's Literature-----	2-3
Recommended:	
Advanced Grammar and Composition-----	3
Speech-----	3
 American History-----	 6 semester hours
Government-----	2-3 semester hours
Geography-----	6 semester hours
(Principles and Regional Recommended)	
Art-----	6 semester hours
Music-----	6 semester hours
Health and Physical Education-----	6 semester hours
(May not include service courses)	
This must include:	
Principles, Practices and Procedures	
in Physical Education for Elementary	
Schools-----	2



Principles, Practices and Procedures in  
Health for Elementary Schools----- 2

Under the approved program approach, the subject matter preparation of the elementary teacher would be described as indicated below. The program should provide the prospective teacher:

- a. With an understanding of the process of learning to read, to speak and to write the English language clearly and effectively, and should develop sensitiveness to and love and enthusiasm for good literature.
- b. With a knowledge and understanding of the social, political, geographical, and economic forces which operate in society; an understanding of government organization and functions; and an appreciation of the conservation of our natural resources.
- c. With a knowledge of basic physical and biological science content, and ability to plan a logical sequence of science experiences for the several grade levels.
- d. With a study in mathematics which would involve consideration of the structure of the real number system and its subsystems and the basic concepts of algebra and informal geometry.
- e. With a sound philosophy of art education, and ability to develop sensitivity to color and form, and to be creative in several art media.
- f. With a background of music fundamentals.
- g. With an understanding of both the health and physical needs of children at various grade levels.
- h. With an opportunity to develop a subject concentration.

The program described above would comprise approximately 40 per cent of the four years of study.

5. The program would require that teacher education be an institution-wide function.

- a. The institution would be required to have an officially adopted policy statement which assured that the education of teachers was one of its major objectives. Teacher education would not be a side issue.
- b. The responsibility for planning, developing, and administering the program of teacher education would be clearly fixed.

As I indicated in the beginning, the recommendations for implementing the new program represent the fruition of a vast and united effort, extending over the past two years. The cooperative endeavors of several hundred people have gone into the development of the recommendations. It is believed that through the new program the State will be in better position than ever before to guarantee to the public



that those sent out to teach are competent in their certificate fields. The program charts a course that should foster the growth of a quality system of education in North Carolina.







